

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 25

NO. 1

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—F. L. SCHLAGLE, President,
National Education Association.

OCTOBER - NOVEMBER

1944

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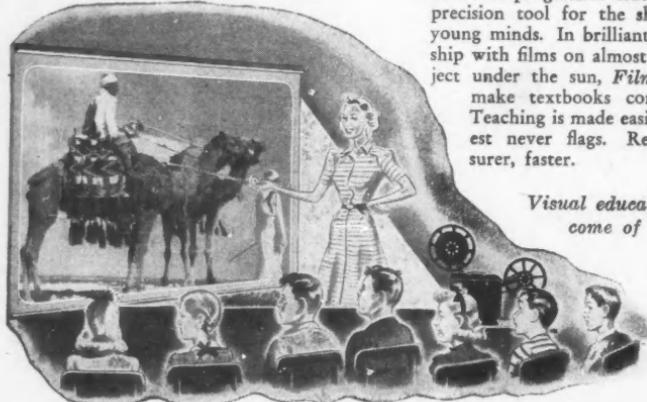
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Official Organ of The Alberta Teachers' Association

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JOHN W. BARNETT, Managing Editor
Imperial Bank Bldg., Edmonton



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Volume 25

OCTOBER-NOVEMBER, 1944

Number 1

EDITORIAL

THANKS FOR LESS THAN NOTHING

AT THE last Convention of the Canadian Teachers' Federation the Dominion Government Advisory Committee reported to the effect that the Dominion Government had been requested to lift the Freezing Order, or failing complete repeal of the Order, it might at least be amended so as not to apply to teachers earning less than \$1,000 per annum. Since the Convention met, an announcement has been made over the C.B.C. Network to the effect that a permit to leave the teaching profession may be granted by Selective Service officers if it should be shown that lower salaries were resulting from this Order.

Surely the Dominion Government's own figures published by the Dominion Bureau of Statistics are all that would be necessary to show that the Freezing Order has resulted in lower salaries, or to prove (which probably is what is meant) that salaries of teachers are lower than would otherwise be the case but for the putting into effect of the Freezing Order. It is suggested that it would be far more reasonable to place the onus of proof from the opposite angle: to require to be established that salaries of teachers are lower than would have been the case but for the Order-in-Council. Surely no informed party exists but knows to be a fact that the wages of teachers have not increased pari-passu with the wages paid in other vocations.

Is it not a fact also that the Dominion Government put into effect the Order to oblige particularly certain educational authorities in provinces where salaries were unconscionably low, and incidentally where the qualifications of teachers in a general way were in comparative keeping therewith? For what purpose? Was it to oblige the teachers; was it to raise their status; was it merely to give them the dignity of being classified as "essential" workers; or was it done actually to hold in the teaching ranks a grossly underpaid group who were bolting their chosen calling because the remuneration paid to workers in industry, business, etc., was serving as a powerful magnet to draw them away from the schools? Furthermore it is a fact surely beyond dispute that because teachers' salaries were not increasing in keeping with the increases in remuneration in other lines of work, the number of persons entering the teacher-training institutions had become but a trickle compared with the normal influx before the War. In other words, the net outflow of teachers to other callings had become much greater than the net inflow from the teacher-training institutions—a state of affairs much more intensified since the Freezing Order was effected.

NCERTAIN respects the Order has been little more than a joke—to everybody except those frozen. It did not freeze all teachers to the teaching profession; it merely succeeded in pinioning just those who happened to be teaching one week during the month of April 1943. For example, it did not freeze students in training for teaching at that time, nor any trained thereafter; and so we find many trainees, since the Order-in-Council went into effect, not now covered by the Order. (Incidentally, was it fair to discriminate in this way?) Many of these did not go to teach at all when they saw the poor show in store for them, or if they did commence teaching, they were taking no chances on an amended order roping them in. Besides, the demand for their services in other callings offering much higher remuneration together with a cost of living bonus of over \$200 per annum pulled them away. They just got out while the going was good. And who would blame them? And by the way, was not a statutory requirement for a cost of living bonus for teachers deliberately omitted from the Dominion Government Orders-in-Council?

TIS very easy to argue glibly that scarcity of teachers is immediately reflected by higher salaries directly as the demand increases. Although connected with teaching well over forty years we have yet to have brought to our notice a single instance of a School Board voluntarily offering a higher salary scale to teachers. In general, if an employer is driven to the point where he really must get competent help and the only way to get it is by paying for it, no matter what it costs, he just hires and pays the shot. Otherwise it would entail actual loss in dollars and cents, loss of customers and goodwill—or the concern must "fold

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up" entirely. It is easy to argue that this principle necessarily applies in any marked degree with respect to staffing schools. It just is not so—except the "folding up". After all it does not hurt anybody's pocket to close a school. Moreover it is an actual saving in dollars and cents. A shortage of teachers may be met in part by one or more or all of the following expedients:

(1) Close the school. (2) Lower the requirements for teaching and fill up the vacancies with inferior personnel such as conditioned entrants to Normal School; give short courses of training, issue permits or letters of authority to people untrained or with inferior academic qualifications. (3) Bring back to teaching people who have been away from the work for a generation and entirely out of touch with modern methodology and up to date courses of study. (4) Raise the pay of teachers slightly but not substantially. (5) Close the teacherless schools (there are approximately 600 schools closed today in Alberta). (6) Appoint non-teachers to supervise pupils working in correspondence courses. That is just what was and is taking place today everywhere in Canada. And then along came another expedient, this essay of Dominion Government intervention in educational affairs by way of a Freezing Order. Hence, after making full allowance for vacancies caused by enlistments, marriage, death and old age, thousands of young people in Canada who ought to be teaching today are absent from the ranks; we find them serving as storekeepers, store clerks, timekeepers, stenographers, truck owners, truck drivers, beauticians, barbers, garage hands, Government office employees at Ottawa, Selective Service employees, Wartime Prices and Trade Board employees, and so on almost ad lib.

ALBERTA teachers who are "frozen" will not throw their hats into the air and cheer if from now on they can get out, if they happen to be receiving less than \$1000 per annum and if they can *show* that the Order-in-Council is responsible for their salary not being higher. As a matter of fact, if one such teacher exists in this province, we seriously question if there can be two whom this proposed amendment could benefit. Analysis of Divisional Salary Schedules for one-roomed schools shows that any teacher serving in any one of the Divisions in April 1943, the deadline for freezing, would now be receiving not less than \$1000 per annum, and in most cases substantially more. Besides, \$1000 per annum is now the statutory minimum salary in Ontario; however the same is not true in other provinces. So, Alberta teachers endorse the proposed amendment to the Order because although of no benefit to themselves, it may be of benefit to worse-off confrères.

ALL IN all, it seems to us that however charitable one may be in assessing the motives of those in Ottawa responsible for the Order-in-Council, (which motives, without doubt, were ethical and sincere) the startling innovation will be remembered as a first-class

blunder, injurious to the general welfare of the schools and children of Canada, and bringing about a serious impairment not only of the economic status of the teaching profession, but of teacher morale.

FACE SAVING

WE RECEIVED an inquiry from a Divisional Board recently, asking whether or not A.T.A. fees would be deductible from salaries of "supervisors" employed by their Division. This was the first hint that anything was astir; but following up, we were flabbergasted to learn that School Boards were now employing non-teachers, pupils just graduated from Grade XI or Grade XII, to "supervise" pupils in teacherless schools working on correspondence courses of the Department of Education.

The question arises: "What is the use of training members for the teaching profession to do a professional job if any immature Tom, Dick, Harry or Susie can take charge of a school merely because he has passed Grade XI or Grade XII?" We wonder just what would happen in regard to Medicine, Dentistry, Law etc., if because of the shortage of licensed persons, those unlicensed and unqualified were permitted to practise; yes, even if their practising procedures and operations were restricted.

THE PRESSURE exerted on the Department by School Boards, parents, Superintendents and others that steps be taken to insure that children shall not go schoolless, can not be questioned. However one does seriously question if this assisting parents and public to delude themselves into the belief that school children are not being neglected and are getting some type of schooling anyhow, will actually prove to be even of temporary advantage and benefit to the children concerned. It certainly appears on its face as a readily available device to enable all parties to "get by" somehow. Surely it may justifiably be cited as a striking example of "face saving"; but anyway (Pardon the mixed metaphor) it is an outstanding example of "chickens coming home to roost".

WE WONDER if, in the light of what has happened, certain very vocally prominent members of School Boards still feel proud of themselves, for the scorn and contumely they heaped on the A.T.A. when we had the temerity to urge and organize for no person trained to teach to be paid a salary lower than \$900.00 or \$1000.00. What of their action in so strongly publicizing the striving of the teaching profession for a minimum rate of pay for qualified teachers of from \$17.30 to \$19.23 per week as—just fancy!—organized extortion. It was prophesied at that time that not only would the publicity given by the opponents to the A.T.A. be inimical to the teachers at that time serving, but that it would result in wholesale exits from the teaching profession, in bright boys and girls being scared from taking

up training as teachers, and parents steering their boys and girls into business and industry—anywhere but towards teaching. We prophesied then that the time would arrive when it would not be a question of protesting the payment of a measly \$900.00 or \$1000.00 per annum—\$17.00 or \$19.00 a week; the would arrive when if \$1500.00, even \$2000.00 as a minimum salary were offered, there would not be enough teachers to go round. That is the state of the market today. When everything but the obviously reasonable thing was tried and had failed, the Dominion Government Freezing Order was invoked. And that did nothing but augment the crisis. Qualified teachers are scarce as hens' teeth and the wail is heard: "something must be done about it." And something is being done about it. And how!

Teachers will doubtlessly be wondering how much these "supervisors" are being paid. We learn that one Division pays \$70.00 and \$80.00 a month respectively for Grade XI and Grade XII graduates. Well, well! It rather looks as if these people get the \$70.00 or \$80.00 a month for just *being there*, in the school, since according to information received, supervisors are not allowed to teach. Presumably their pay will be for calling school, dismissing school, mailing and receiving the courses and answer papers to and from the Department. We suppose this is not too much for that job. It rather looks as if the future standing offer for appointment to the classroom may be something like this: "\$70.00 or \$80.00 a month salary if you can not teach and \$10.00 or \$15.00 to boot if holder of a Certificate and required to teach."

Resolutions of Fundamental Concern to Teachers of Canada

(Passed at the last Annual Convention of the Canadian Teachers' Federation, Montmorency Falls, P.Q.)

I. Minimum Salary of Teachers—\$1200 at least.

The Convention went on record as urging teachers everywhere throughout the Dominion, individually and collectively through their affiliated organizations to strive to secure a minimum salary of \$1200 per annum, at least.

N.B.: Negotiating committees, school staffs, and individual teachers when seeking positions are hereby challenged not only to secure better salary conditions for themselves, but at the same time to prove their loyalty to our national professional organization.—All together, now!

II. Federal Aid for Education.

Whereas: it is the opinion of the teachers of Canada that any nation that seeks to improve its future must at all times safeguard the educational program of its emerging citizens, and that the democratic way of life and the unity of the nation alike can only be based upon the disciplined intelligence of individual citizens; and that although education may at one time have seemed a charitable grant to those who received it, today it is a necessity to the community and the nation; and

Whereas: therefore, it is no longer possible rationally to regard education other than as primarily Canadian education, not provincial education,

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much less municipal education; and that the Government of Canada cannot wisely sign away its right or its responsibility to reinforce the Canadian youth through Canadian schools; and

Whereas: the provinces of Canada are not all sufficiently wealthy to maintain the educational service which will be necessary if "Government by free discussion and intelligent agreement" is to be preserved in the testing-time ahead; and

Whereas: the essential evil, however, of existing conditions is that thousands of Canadian children are half educated in mean surroundings with less than minimum equipment by discouraged or disillusioned instructors hired for less than labourer's wages; and

Whereas: national or Federal assistance to education is the established practice in Great Britain and other Dominions with respect to school buildings and other phases of education.

Therefore be it resolved: that this Canadian Teachers' Federation reiterates strongly our stand taken from time to time on the matter of the Dominion Government granting aid to the provinces of Canada; and continues to urge that the Dominion Government accept a measure of financial responsibility in assuring every Canadian child equality of educational opportunity up to the end of the secondary school level.

III. A Dominion-wide Campaign.

Be it resolved: that the Canadian Teachers' Federation in convention assembled hereby appeals to the 70,000 members of the teaching pro-

fession of Canada to pledge and devote themselves to the cause of education and the children of Canada, by bringing to the attention of parents, school board members, parent-teacher associations, service clubs, other organizations, and members of the general public the critical conditions existent and emerging respecting Canadian education and the necessity for Dominion grants in aid of education.

And be it further resolved: that the affiliated organizations of the C.T.F. be and are hereby urged to develop in their respective provinces an organized campaign in favor of "Dominion Aid for Education" by publicity and otherwise, including interview with or representations made to members of or candidates for election to Provincial Legislative Assemblies, the Senate and the House of Commons.

N.B.: The Executive of the A.T.A. has decided to have prepared a comprehensive brief on "Federal Aid for Education" up to the end of the Secondary School level. The document will include up to date comparative statistics on salaries of teachers compared with remuneration paid to employees in business, industry, and in other professions. It will assist teachers and others in carrying out the spirit and intentions of Resolution II above and provide them with authoritative information in developing the campaign.

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**DEPARTMENT OF EXTENSION
UNIVERSITY OF ALBERTA**

President's Column ===

Fellow Teachers:

In this first issue of the Magazine for the current year I want to wish for you one and all much pleasure and success in your work during the year. In October approximately 160,000 young people entered Alberta schools to be guided in the direction of goodness and truth by about 6,000 teachers. It would be hard to imagine any professional group charged with greater collective responsibility.

Salaries

The upward trend in salaries continues, albeit more slowly than could be wished for in the interests of the profession and the children of the province. Reports from the Bureau of Statistics at Ottawa show that the 1943 increase in median salary over 1942 in Alberta was only \$86. The medians for the two years were \$935 and \$1021 respectively. It is to be hoped that the 1944 figures will show a larger increase than this. It must be remembered that automatic advances in the schedules account for the increases in part. This raises a question. Should an advance of say \$50 in a schedule be regarded as a "salary increase" in the sense in which we are here considering the matter, or should only increases in the schedules be so regarded?

No doubt the "Freezing Order" is in considerable measure responsible for the relatively slow salary improvement. Perhaps our system of large units is also partly responsible, inasmuch as salary shifts take place in large blocks rather than by individual bargaining. The situation right across Canada might throw some light on this. The Freezing Order affected the whole country, but collective bargaining is by no means general in Canada.

The following are the provincial figures exclusive of Quebec:

Median Salaries in Canada in 1942 and 1943

Prov.	Mdn. Salary 1942	Mdn. Salary 1943	Dollar Increase	Per Cent Increase
P.E.I.	\$474	\$527	\$53	11.2%
N.S.	638	698	60	9.4
N.B.	608	642	34	5.6
Ont.	1085	1209	124	11.4
Man.	783	880	97	12.4
Sask.	725	823	98	13.5
Alta.	935	1021	86	9.2
B.C.	1331	1407	76	5.7

It will be seen from the table that Alberta stands fourth from the top in the eight provinces in dollar increases, and sixth from the top in per cent increases. Ontario, Manitoba and Saskatchewan got larger dollar increases, and only New Brunswick and British Columbia got smaller per cent increases. This is not an especially good showing for Alberta, and constitutes no great booster for the large unit type of administration on this particular point in these particular circumstances. But this is only a small part of the total picture. Taken on the whole, one year with another and bad times with good, I am still convinced the advantage lies with the larger units. Besides, not all advantages can be measured in dollars.

Incidentally, did the increases for 1943 over 1942 tend to bring the provinces nearer together in the matter of salary or move them still farther apart? The correlation between the 1942 average salaries and the dollar increase is definitely positive—(+.64). This means that on the whole the provinces with the larger average

salaries in 1942 got larger increases than those with the smaller average salaries. To him that hath more shall be given more than to him that hath less. The provinces moved farther apart on the whole. (British Columbia is the outstanding exception to the above generalization.)

The correlation between the dollar increases and the per cent increases is also positive (+71), while that between the 1942 averages and the per cent increases is zero. The interpretation of these results I shall leave to those who are mathematically inclined.

Constitutional Reform

Judged by the results achieved our present constitution as incorporated in the Teaching Profession Act and the By-laws has served its purpose well. But corporations change and mature just as individuals do, and it is characteristic of living bodies, whether physical or corporate, as opposed to dead ones, to adjust to the changes that result from their own development and growth. There is nothing new in this in our society, for minor changes in the By-laws have been made many times since the passing of the Act. Now your Executive is suggesting for the consideration of the membership a change somewhat more fundamental than the others involving the constitution and functions of the legislative body. The proposal is being submitted to the Local Conventions this fall for consideration and report. The letter to the Convention Committees outlining the plan is published here in order that, as far as possible, the entire membership may be fully informed as to what is being proposed.

Fraternally yours,
C. SANSOM.

A Proposed Change in the Constitution of the A.T.A.

To the Fall Convention Committees: Fellow Members:

At its July meeting the Executive Council decided to submit to the Fall Conventions for their consideration certain proposed changes in the constitution of the A.T.A. An outline of the suggestions will be found below. It is hoped you will be able to make provisions on your program for a discussion of this important matter, and that your Convention will send in resolutions to the Executive embodying either acceptance of the plan, or rejection of it, or any alternative or counter proposals your membership cares to make.

At present the A.T.A. is governed by an Annual General Meeting, and its business is carried on by an Executive Council. Inasmuch as section 8 of the Teaching Profession Act lays it down that the members of the Executive, other than the officers, shall be "elected by districts", it is clear that no important change in the manner of selecting the Executive members can be made without first asking the Legislature to amend the Act. But no action of this kind is contemplated by the Executive at this time.

Hence our proposal has to do primarily with the A.G.M., even though, as will be seen, the duties and responsibilities of the "District Representatives" in the Executive are definitely involved.

At present, as you all know, the A.G.M. is made up of "delegates" who, on receiving instructions from their Locals, attending the A.G.M., and reporting back to their Locals, cease to function for the rest of the year.

The proposal we are asking you to examine is that the A.G.M. of delegates be changed to an Alberta Teachers' Association Council (A.T.A.C.) made up of teacher representatives to be elected annually by the respective

Locals and hold office throughout the year. The elected Councillors would not only perform the functions of the present delegates, but would act as a permanent linkage between the Locals and the Executive and Head Office. This would end the "isolation of the Locals" about which so much has been heard in recent years.

In this proposed plan the number of the Councillors could, we suggest, be considerably less than the number of delegates in the present system. The following set-up is suggested here as a basis for discussion.

No. of Members	No. of Councillors
1- 99	1
100-199	2
200-299	3
300 and up	4

A few of the advantages of this proposed plan over the present arrangement may be listed as follows:

1. It would give the membership an elected legislative body whose members, through the Local and Sub-local activities, would be in touch with their constituents through the year.
2. It would, as suggested above, provide a direct means of contact between Locals and the General Office.
3. It would largely relieve the "district representatives" of their present almost impossible responsibility of keeping in touch with the membership in their large areas. Their "representative" functions would be taken over by the Councillors. Henceforth their main duty would be to "manage the affairs and business of the Association" as set down in the By-laws.
4. The smaller body of Councillors could be called together at any time by the Executive to give directions in case of pressing emergency.

5. The reduced expense involved in holding the A.G.M., would release funds for building up our reserves, for research, or for other useful purposes.
6. The transaction of business at the A.G.M. would be facilitated, and the "committee" system which seems to have quite out-lived its usefulness, could be dispensed with almost entirely.

Such in outline is the plan the Executive is asking you to consider on its merits. A full and frank expression of your views and those of your membership in this matter would be greatly appreciated.

Yours fraternally,
Executive, Alberta Teachers'
Association,
C. Sansom, President.
J. W. Barnett, General
Secretary-Treasurer.

October 20, 1944.

POSTWAR JOBS

Postwar employment prospects in 16 occupations are described in 16 different six-page Occupational Abstracts just revised and published by Occupational Index, Inc., New York University, New York 3, N. Y., at 25¢ each.

The occupations covered are:

Building Contractor; Rural Teacher; Detective; Cabinetmaker; Radio Service; Window Display; Butcher; Free Lance Writer; Plasterer; Air Conditioning Engineer; Pattern-maker; Landscape Architect; Bus and Truck Driver; Linotype Operator; Accountant; Architect.

Each abstract summarizes available information on the nature of the work, abilities and training required, earnings, number and distribution of workers, advantages, disadvantages, and postwar prospects. Sources of further information and best references for additional reading are included.

Report re Exchange of General Shop and Home Economics Pupils

Dear Sir:

On April 24, 1944 an exchange of the boys and girls in Grade IX General Shop and Home Economics classes of the Edmonton Intermediate schools was put into operation for a period of seven weeks.

From previous experiments on a smaller scale it was expected that this move would increase the interest of the pupils in both departments, and prove a successful venture.

The results far exceeded our expectations and the response of the students was excellent.

The courses to be given were drawn up by the two staffs in consultation.

The boys and girls were carefully supervised in their passage to and from the various centres and during the whole period not a single complaint was voiced regarding conduct; in fact, in every respect the behaviour and courtesy of the students to one another and to the staff was highly commendable.

The quality of the work accomplished in this short period astonished those in charge and gave evidence of the very real interest all pupils had in the new experiences.

At the conclusion of the course, a grading was given and suggestions were solicited from the children, looking towards the improvement of the plan for future years. Many worthwhile comments were handed in to the teachers, and were discussed in a combined staff meeting. The remarks showed that the pupils had been thinking as well as working and from the boys a surprising reaction came in that every one was interested and some of them expressed the desire to choose the Home Economics option in

High School. Almost every girl wanted to continue Shop courses.

From the constructive criticisms made by pupils and staff it is evident that the Grade IX level is the correct place to make such a complete exchange, but it is also evident that the time for this is the last 7 or more weeks of the school year ending in June or July previous to the examination week. Another point stressed was the possibility of expanding the course to 8 or 9 weeks, and the revamping of some of the phases to give more hand work in sewing if requested and more opportunity for some of the finer crafts in the General Shop outline for girls.

BEATRICE L. WILLIAMS,
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CITIZENSHIP — Right Side Up

By LAC. D. S. HAMILTON
(formerly of Provost S.D. No. 1896)

IF one examines the pre-war system in Canada, he can hardly do anything else but conclude that it was "upside down."

For example:

1. 80% of the people did not care particularly about any party. Yet everything depended upon the party system of government.

2. Very often almost 50% of the people did not vote at an election and with many of those who did vote, voting was just a formality.

3. Public men made many promises, but very few were able to do anything about them later, when they had been elected by the people.

You may remember the two statements which follow, one by the present Prime Minister of Canada, the other by the President of the United States:

"Until the control of the issue of currency and credit is restored to government and recognized as its most conspicuous and sacred responsibility, all talk of the sovereignty of Parliament and of Democracy is idle and futile."

—Rt. Hon. W. L. Mackenzie King.

And:

"Nature still offers her bounty, and human efforts have multiplied it. Plenty is at our doorstep but a generous use of it languishes in the very sight of the supply. Primarily this is because the rulers of the exchange of mankind's goods have failed through their own incompetence. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men. . . ."

—President Roosevelt.

Both statements show an inclination on the part of the speakers to make changes that needed to be made.

Both men may have been perfectly sincere when they spoke as they did but for some reason or other nothing effective was ever done.

4. In totalitarian states it does not matter whether or not the people have a will of their own. In fact, it may be argued that it is probably better if they do not. In a democratic country, however, it does matter profoundly because under no other circumstances can a democratic government function.

It is most unfortunate that in our own country many of our people have reached the totalitarian phase of citizenship. That is, so great is their sense of futility regarding their own governments that they have become willing to give over the reins of power completely to "the state," and to depend on it for whatever kind of deal it chooses to give them.

♦ ♦ ♦

In all too many cases, the results we have obtained have been the very opposite of those we have wanted. Surely, when what we have secured for ourselves has been so far from what we have wanted, something must be drastically wrong with the way we have been doing things. That must mean government has been "upside down."

Let us try then to arrive at ideas or principles on democratic government which might help us get "right side up."

We know that if as teachers we have clear ideas on a certain topic, it isn't difficult to get across an understanding of that topic to the students. Sooner or later, depending upon their ability—and ours—they will perceive that what we are saying fits into a clear and reasonable picture, and after that they will quickly

absorb it. Ideas on democratic government are no exception to this rule.

It is up to us to discover what ideas or principles are fundamental to democratic government. Whatever they may be, they must guarantee communities of free people in a free land. They should also guarantee efficient administration in a government which is truly responsible to the people.

In the light of these considerations, the following points merit our earnest attention.

1. Basis of Community Life.

Men first came together in groups, or formed communities, in order to get more easily certain results that they desired in common. They do the very same thing today.

For example, a group of fishermen live together in little villages. By doing so, rather than each living his own isolated life, they obtain certain advantages for themselves. They are able to have a village store, a common wharf, a shoemaker, perhaps a doctor, a community hall, more social life, and more opportunity for the exchange of ideas.

In this world of ours communities, no matter how large or how small they may be, are based upon that same inherent belief—that by association the people concerned can more easily get the results they want in common.

2. Need of Organization.

Before the wharf in the illustration above was built, the people of the village had to do some organizing. By common consent they had to decide that they wanted a village wharf. Then, probably, they gave the responsibility of getting it built to one person whom they thought specially qualified. The rest co-operated and put themselves under his direction wherever necessary.

The important point is that if any group of people wish to obtain a certain objective, they *must organize* to

do so. Otherwise they will get nothing but confusion.

3. Two Forms of Organization.

There are two, and only two, forms of organization:

(a) There is the democratic form, in which power to take and enforce decisions rests in the hands of the people of the community collectively.

(b) There is the executive form of organization, in which power to take and enforce decisions rests in the hands of one person or a small group of persons.

4. Use of the Democratic Form.

For government of a community in accordance with the will of the people, (which is democracy), the natural form of organization to be used to state and enforce their will is the democratic form.

Theoretically, this is the form that we employ in the Dominion of Canada and its Provinces. In the last analysis, sovereign power rests in the hands of the people. They have the constitutional right to choose the governments' objectives and to control their representatives in parliament.

5. Distinction Between Policy and Administration.

A clear distinction must always be made between policy and administration.

Policy is a clear statement of the results desired and the order in which they are to be achieved.

Administration is concerned with the methods which are to be applied to get those results.

To the electors it is of great importance that they be careful to concern themselves only with policy.

6. Use of the Executive Form.

However, once policy has been decided, the way to get the job done is by the executive form of organization.

The people of a country are the only authority as to policy or the results they want their government to obtain. But the best authority as to administration, or the procedure

to be used to get a certain result, is an individual, or a group of individuals, with special training or experience.

If you want a bridge built, you get an engineer. If you want the soil made more fertile, you get an agriculturist. If you want more health clinics, you get a medical supervisor. If you want a ship to sail the ocean, you get a sea captain and you make him master of that ship.

If these men do the job up to your specifications, that is fine; you will trust them again. If not—well, they know that they can hardly expect to be trusted any longer.

The only way to get a job done efficiently is to find the man whom you believe has the ability to complete that job; give him the authority to go ahead according to his own judgment; and co-operate with him. If you are a successful teacher, a businessman, or a contractor, you will probably realize this.

7. Responsibility and Sanctions.

However, it must be clearly understood that if you hire an expert to get a job done, he has undertaken to complete it up to certain specifications. He is *responsible* to you for living up to his contract. To make sure that he does, for your own protection, you (or the community) who have hired him must be able to employ *sanctions*. That is, you must have the power, if he does not perform his contract satisfactorily, of taking the job from him (he can expect nothing else) and of giving it to someone else.

* * *

Having discussed the principles which will be used by the people to get the results they want collectively, it might be useful to give an illustration of how they could organize to get them.

In a democracy there must be such organization as will enable the people to get the results they want. That means the electors themselves must



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organize. How can they do so, say, within a federal constituency?

The electors might organize into small groups of, for instance, ten members each. Each of these groups would choose a chairman. Ten such small groups could combine to form an electoral "hundred." The "tens" chairmen would form the "hundred" council, and a chairman of the "hundred" would be elected.

The "hundred" chairmen would form the constituency council (or the district council if the constituency is sub-divided into districts). There would ultimately be, representing the constituency, a constituency council and a chairman with his executive.

Through the latter, (the chairman with his executive), the electors of the constituency would be in a position to ensure that their representative in parliament did his utmost to carry out the policies on which they had decided.

Such organization as the above could only take place as a co-operative enterprise of the electors of the constituency, and every officer would be controlled from the bottom up.

As a result citizenship would begin to function "right side up." Students would grasp readily the principles upon which democracy operates. Electors would realize the necessity of active citizenship. For those interested in the field of ideas, there would be plenty of chance to contribute their thinking on co-operation, the meaning of freedom, self-expression, the use of leisure, democracy, citizen responsibility and kindred topics.

Our people would progressively lose their sense of futility regarding government. We would have growing in our land the seeds of Peace.

For government in accordance with the will of the people is the only thing which ultimately will outlaw that ruthless thing called War.

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OUR NEW MINISTER

IT has been the lot of Alberta teachers during recent years to experience heartfelt feelings of regret when there is a change of Head. What we mean is the Minister leaving the portfolio has stood very high in the affections of the teachers and the executive of the A.T.A. who possibly have most contacts with him. So with the passing of the late Premier Aberhart we had feelings of deep sorrow, and now that his successor, the Hon. Solon E. Low has been promoted to national leadership and has severed direct and official contact with the educational system, the teachers of Alberta, grateful for his many kindnesses, affability and friendliness feel that he can hardly realize just how much he will be missed. Bon voyage, Solon Low!

What has been said by way of regret at losing the contacts and relationships with an old friend, does not in any way minimize the heartiness of the welcome we extend to his successor. Hon. R. E. Ansley takes up the portfolio of Education in some respects under most favourable conditions. During the past decade the teachers of Alberta have come to regard their Minister not only as a directing head of a mighty system, but as a chief highly respected and beloved, and Mr. Ansley has assurance that the teachers of the province will accept his assumption of the headship as but an earnest of this tradition being continued. Those who know him personally will not have the slightest fear or doubt but that the established tradition of happy relationships will continue during his incumbency, if not that it will become even more settled.

Like his predecessor Mr. Ansley is outstandingly young for holding a portfolio. He is Alberta bred, born



HON. R. E. ANSLEY

at Killam in 1908, his father of U. E. Loyalist stock, who homesteaded north of Strome when he came from Ontario in 1905, remaining as a farmer until entering business at Killam in 1920. Mr. Ansley therefore, can be considered as a product of the "little red schoolhouse", one who can appreciate fully what it means to be a farm boy walking 2½ miles across the fields or going 3½ miles by road on horseback to get to school. When he reached Grade 5 he left the Selby Rural School and took Grades 5 to 11 in the Killam Village School, graduating from Grade 12 at Camrose High School. He obtained his first class certificate on graduation from Camrose Normal School in 1928, became Principal of the Village School at Blackfalds (where he married), holding down his job as Principal for five teaching years. He knew there what it was to teach all grades, seven to

twelve. It is evident that the onerous duties of a school were not sufficient to exhaust his mental energies, for from 1932-1933 he became intensely interested in Economics and commenced lecturing on that subject in the spring of 1938. In order to give more time to this "child of his choice" he discontinued teaching. When he was not gaining the wherewithal to buy his bread and butter by selling life insurance, he was busy lecturing on Economics, until the time arrived when he was in a position to devote all his time to lecturing. He was elected as a Member of the Legislative Assembly of Alberta for Leduc Constituency in 1935 and has served in that capacity ever since, being reelected in 1940 and again in 1944. Although comparatively youthful Mr. Ansley has been very highly regarded and well trusted by his party. He acted as General Secretary of the Alberta Social Credit League in 1936, was appointed a Member of the So-

cial Credit Board in 1941, and in 1943 he was appointed Chairman and remained in that position until he was sworn in as Minister of Education on September 12th, last.

Those closely acquainted with Mr. Ansley personally know him as able, energetic and tense, so much so as to be what might without offence be called a "crusader". Perhaps that is his U. E. Loyalist blood coming to the surface. Mr. Ansley studies every question earnestly before coming to any conclusion, and his recent utterances convince us that the portfolio of Education for Alberta is in splendid hands, that the new Minister will be aggressively alert to advance and promote the interests of the boys and girls of this province as well as the interests of his own profession. We can be sure of having anything but a stand-pat administration as long as he remains Minister of Education. Here's to his health, progress and happiness!



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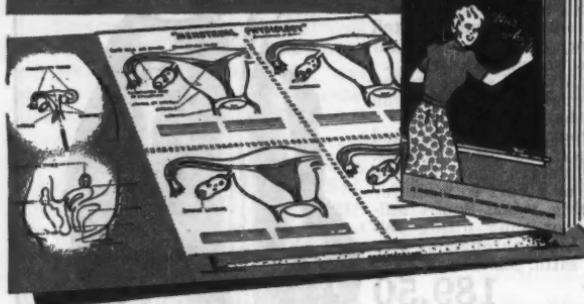
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Aged in WOOD

By R. A. W.

THIS is going to make absorbing reading, so put on your rubber boots lest you get soaked up. Of course if you are a soak in your own right you needn't bother.

Spent a few days in Edmonton, but soon tired of getting pulled to pieces. Too many Yanks up there. So I caught a train for home. When I reached the station platform I said to a uniformed zany, "Is this my train?"

"No," he replied brightly. "It belongs to the C.P.R. Can't you read?"

"Well," I said, "I'm taking it anyway."

"Better not", he answered. "There have been too many trains missed here lately".

"Lately," I replied, "is a good word. Do we pull out today or next week?"

"Neither", he answered with dignity. "This isn't a dentist's office." With which retort courteous he turned away.

I eyed his back with some belligerence, not sure that I had come out at all well on the exchange. But being a married man I wasn't used to getting in the last word anyway, so I clambered aboard.

The train was panting for breath—in fact it was choked. So I gave a hitch to my own pants and looked for a spot upon which to rest them. After much searching I found a tiny area opposite a Chinaman. Being by nature a friendly soul I said to him, "Where are you going?"

"To High Liver", he replied.

But I wasn't interested in his anatomical peculiarities, high or low, so gave up.

After waiting for hours and hours we finally started on our way, and the conductor began collecting tick-

WOOD

ets. A woman with a half-grown boy sat across the aisle from me. When the Conductor approached she presented him with a ticket for herself and a half-fare for the boy. The Conductor looked at the boy and said, "This lad is over twelve".

"But he wasn't when I bought the ticket", she retorted.

I don't know how the argument was settled, for in the midst of it I fell asleep. And in my sleep I dreamed that I had gone to Heaven. As I approached the gate to solicit entry I discovered that two friends of mine, Joe and Jim, were also waiting. Just then St. Peter arrived and opened the outer gate. We filed in.

St. Peter turned to Joe and said, "What were you on earth?"

"A Primary teacher in Alberta," replied Joe.

"O. K.", said St. Peter. "You sit over there", and he indicated a group of angelic figures.

"And you?" The Saint said to Jim.

"I was an Intermediate teacher in Alberta", answered Jim.

"Very good", said St. Peter, "You sit over there", pointing out a large body of harpists.

"And what about you?" the Keeper of the Gate inquired of me.

"A High School teacher in Alberta", I replied, then added with a touch of importance, "and a member of the A.T.A. Provincial Executive".

"Aha!" ejaculated St. Peter, coming up with a jerk, "just you step over this way. I want to check your vouchers".

At that moment a lurch of the train disturbed me, and into my consciousness there drifted a voice.

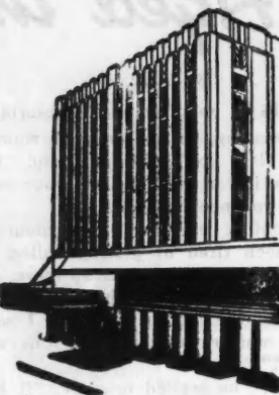
"Led Deer", said the voice tenderly.

I opened my eyes expecting to find my Chinese friend announcing our arrival at that pleasant little city which rests midway between Edmonton and Calgary, but discovered instead that we were nearing Nanton and that my return to this world had been occasioned by a lad in uniform in a nearby seat giving a lesson in ballistics to a sweet young thing at his side. I turned over and went back to sleep.

I was awakened some time later by a brakeman announcing my home village. As I stumbled off the train an off-key voice, slightly the worse for wear, came to me, lustily singing through the night:

"The man sat on the moonlit deck,
His head was in a whirl;
His eyes and mouth were full of
hair,
His arms were full of girl."

With this classic ringing in my ears I wended my way home. Truly it is good to be alive.



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The LETTER BOX

October 10, 1944.

John W. Barnett, Esq.,
Managing Editor,
A.T.A. Magazine,
Imperial Bank Bldg.,
Edmonton, Alberta.

Dear Sir:

From information received, it would appear that some teachers and high school pupils believe that the University requirement of a language for matriculation is no longer in effect. This is definitely not the case. All high school students beginning their Grade X, who are intending to attend University at a later date, should plan their programs so that they will have the third unit of a language when the Grade XII is completed.

The misunderstanding referred to, no doubt, arises from the fact that, as a temporary war measure, the language requirement has been relaxed in certain faculties for students entering courses officially designated as essential to the war effort, provided in each case the student's matriculation record showed an average of 65% or better. The number of university courses designated essential to the war effort has been drastically reduced by Ottawa authorities this year, and they seem likely to disappear altogether next year. Moreover, if the expected post-war inrush of students from the armed forces materializes next year, that will probably reduce to zero the chances of any new matriculant entering with a condition.

Unless the overcrowding renders it impossible, an effort will be made to continue offering at the Grade XII level certain courses to students from

high schools where such courses are not available. That was not a war measure, but was introduced a couple of years ago in pursuance of recommendations made by the University Survey Committee.

But war measures will, of course, end with the war, and no student should count upon taking at the University next year a course which is available in his own high school.

Yours sincerely,

A. E. OTTEWELL,
Registrar.
University of Alberta.

EDUCATION WEEK

October 3, 1944.

Dear Mr. Barnett:

I have been informed by Dr. C. N. Crutchfield, Secretary of the Canadian Teachers' Federation, that November 5th to November 12th will be Education Week in Canada. On November 7th we are instituting the opening set of broadcasts for our Citizens' Forum which will centre around the general topic, **A New Generation of Citizens**—

- Nov. 7—The Effects of the War on Canadian Youth.
- Nov. 14—What is the Responsibility of Our Schools?
- Nov. 21—What is the Responsibility of Our Homes?
- Nov. 28—What is the Responsibility of Our Churches?

Naturally, we feel that this series of broadcasts will tie up very directly with Education Week and may do a lot to make the average citizen, both among civilians and among the armed forces, far more conscious of his duties towards education. We would,

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of course, be quite willing to send you any publicity you might want about the Citizens' Forum in relation to these particular broadcasts, but if you wanted more specific information about the Citizens' Forum in your particular province you should get in touch with Mr. Frank Peers, Department of Extension, University of Alberta, Edmonton.

Yours sincerely,

GEORGE GRANT,
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An Old Man's Darling

By H. R. LEAVER, M.A.
A.T.A. Life Member, Ladner, B.C.

WHEREVER one roams in British Columbia, one finds old people, or people who have convinced themselves that they are old. They occupy little plots of land overlooking the Pacific, or they are tucked away in some comfortable valley where a streamlet dances away to the sea. Others come to the towns and purchase little cottages, where they can finish their days, with a quiet lawn and garden, and a salt-laden atmosphere.

The psychology of retirement has yet to be written. When research has gathered together the peccadilloes that distinguish the lawyer, the doctor, and the farmer in retirement, much will be added to the knowledge of mind, when mental effort has glided into memory and reminiscence. There are colonies of retired ministers, of business folk, of clerks and civil servants. They con over the incidents of the past, and recall, perhaps for their own delectation, the more vivid and startling experiences in the Church, in the Office, or in the Court House. But there is one more or less obscure quality that is present in all of them, some secret delight that illuminates the twilight days and adds a lustre to the fading years. You may be taking your cup of tea in the Swan Cafe in Vancouver. An old couple limp in. They nod to their cronies to left and right, and the shadow of a smile plays on the wrinkles about the eyes and mouth. Watch them as they sit waiting for their beverage, and you will observe the far-away look, the returning flash to the eye, coming fitfully like the Active Pass Light. Some past recollection? Not a bit of it. It is a present joy. No lingering trail, or after-

glow in this. It is a real spark in the ashes.

Your interest is whetted. You become a Sherlock Holmes. You are possessed of a mischievous curiosity. You feel you must track these gallants, and in the middle morning you trail one to Stanley Park, but it is the checker game in which he is interested. Even then, between games you can catch him staring toward the Lost Lagoon with a flicker of wonder and delight in his rheumy eyes. Perchance, you see him at English Bay, seated on a cushion, his cane deep in the sand supporting his furrowed chin and corky hands. What lilt of speech or vision of loveliness inspires that momentary flash of youth? You feel convinced that his afternoon beverage, his visits to the Park or to the Sea beach, are but the accompaniments to an intenser joy.

It seems sacrilege to seek his acquaintance, when he is so possessed. One would sooner force one's company on the bridegroom of yesterday, by suggesting a game of golf or a fishing trip. A chance remembrance gave me the secret of this rapture of youth in the palsied limbs of age. Dr. Rutherford was once showing me his Canadiana, and I literally saw thirty years drop from his shoulders as he fondly handled his treasured volumes. His eye flashed, his features glowed, and a general alertness possessed his physical being. With this in mind, I fumbled around among the various hobbies when conversing with one old pensioner who took kindly to my inquisitiveness. He had a garden of orchids, and he invited me to come and see them. Interest was blazoned

in every foot of that ground, and I noticed the same change in his attitude as I had previously seen with Dr. Rutherford. In time I discovered the hobbies of several other old men. One was a collector of Roman coins, and talked with real fervor of the various side interests that arise from the study of numismatics. These men were certainly not like the wrinkled, palsied, toothless old Duke of Queensberry, who sat, to his very last days, ogling through his senile glasses, the ladies of his acquaintance.

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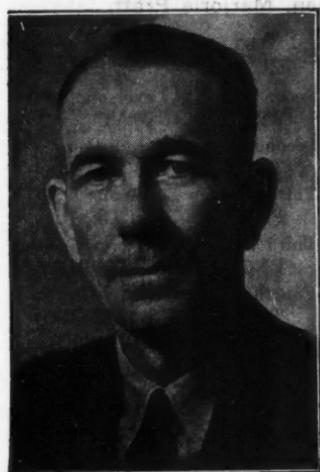
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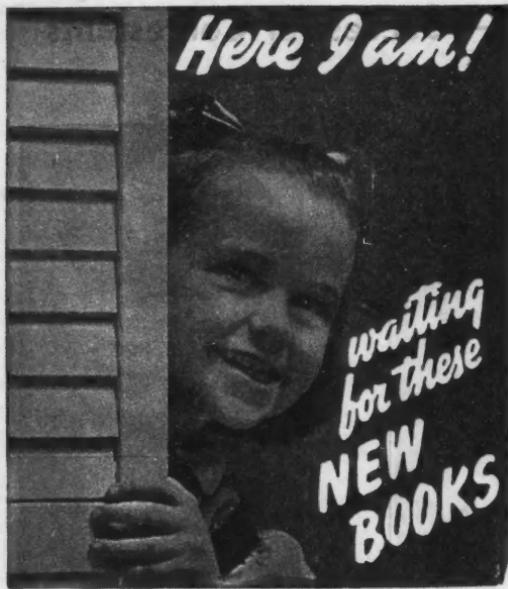
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Official Bulletin, Department of Education

No. 81

Error Re Date of Reading Test Return

Through a regrettable typographical error, on page 8 of the "Supplementary Bulletin" on High-School Regulations, the date for the return of Principals' reports on reading-test scores was stated to be October 21. The true date is October 31.

Re Mathematics 1

The first sentence in Section 5 (ii) on page 7 of the "Supplementary Bulletin" on the High-School Regulations should read as follows: "Students who have an 'A', 'B' or 'C' standing in Mathematics 1 are in exactly the same position as they would be with an 'A', 'B' or 'C' standing, respectively, in Geometry 1."

A Bottleneck in the Publishing Houses

Because of a complete bottleneck in the printing establishments in Toronto, a number of school books, in which the following are included, will not be available at the opening of school. What has been estimated to be the earliest possible date for each of the books is shown below. This is a situation over which the Department has no control:

ARITHMETIC FOR EVERYDAY USE, Book III (Grade III)—October 15th.

MUSIC HOUR, Book I (Grade IV)—October 15th.

EXPERIENCES IN GENERAL SCIENCE, (Grades VII, VIII and IX)—November 1st.

HEALTH THROUGH SCIENCE (Grades VII, VIII and IX)—October 15th.

GEOMETRY FOR TODAY (Grades X and XI)—October 15th.

NEW PRACTICAL CHEMISTRY: Black & Conant (Grades X and XI)—October 15th.

PREMIER COURS DE FRANCAIS (Grades X and XI)—November 1st.

COMMUNITY, FIRST STEPS IN SOCIOLOGY (Grade XI)—November 1st.

DENT'S CANADIAN SCHOOL ATLAS—October 15th.

World Affairs Manual

The School-Book Branch has for the past year carried in stock the World Affairs Manual, 1939-42, price of 40 cents; and has now in stock also the new First Supplement to the World Affairs Manual, price of 50 cents.

These manuals have been recommended for use in the classes in Social Studies.

Textbooks for Arithmetic in Elementary Grades

The supply of **HIGHWAYS ARITHMETIC, Book V**, having become entirely exhausted, a new book—**ARITHMETIC FOR EVERYDAY USE, Book V**—is being supplied to replace it. The new book retails at the same price (60c) as the former book.

The new textbook in Grade III will be **ARITHMETIC FOR EVERYDAY USE, Book III**. This book should be available at the School-Book Branch by the end of October.

Social Studies: Fighting Inflation

The Wartime Prices and Trade Board has sent to the Secretary of each of the School Divisions, and of each of the town and village School Boards, a sufficient number of copies of the following material to meet the needs of every classroom in the Province where Social Studies is taught in Grades IX, X, XI or XII:

1. Colored poster: **Fighting Inflation.**
2. Bulletin: **Fighting Inflation: The Role of the Wartime Prices and Trade Board.**
3. Suggestions for the use of this material in Social Studies classes.

Divisional Board Secretaries, and Secretaries of town and village schools have been asked to see that this material is placed at the disposal of their teachers for classroom use. Teachers who have not received this material should write for it to Thelma Craig, Information Branch, Wartime Prices and Trade Board, Ottawa.

Re School Broadcasts

The following broadcasts are being sponsored by the Alberta Department of Education for the fall term of 1944:

1. **The National School Broadcast**— Fridays at 10:30 a.m., M.D.T., over Stations CFRN, CFCN, CJOC and CFGP, beginning October 6.
2. **Science for Today**— Tuesdays from 10:30-11:00 a.m., M.D.T., over Stations CFRN and CFCN, beginning October 3. This series will also be carried by Station CFGP on Mondays from 3:00-3:30 p.m. MDT.
3. **Music for the Intermediate Grades**— Thursdays from 10:30-11:00 a.m., M.D.T., over Stations CFRN, and CFCN beginning October 5. This series can also be heard over CFGP on Thursday from 2:30-3:00 p.m. MDT.
4. **Music for the Elementary Grades**— This series is carried by Sta-

tions CKUA, CJCJ and CJOC according to the following schedule: CJOC—Mondays from 3:00-3:30 p.m., M.D.T.

CJCJ—Wednesdays from 2:30-3:00 p.m., M.D.T.
CKUA—Mondays (Week following CJOC) from 2:30-3:00 p.m., M.D.T.

The first broadcast in this series will be on October 16th.

5. **Speech Training**— This series is carried by Stations CKUA and CJCJ, according to the following schedule:

CKUA—Wednesdays from 2:30-3:00 p.m., M.D.T.
CJCJ—Mondays (following) from 2:30-3:00 p.m., M.D.T.

The first broadcast in this series will be on Wednesday, October 18. Station CFGP also carries this series on Fridays from 3:00-3:30 p.m. MDT.

Full information regarding the school broadcasts will be contained in the annotated schedule which will be available at an early date.

An Audio-Visual Instruction Branch at the Department of Education

The Department of Education has recently established an Audio-Visual Instruction Branch.

Through the courtesy and co-operation of the Department of Extension of the University of Alberta, the Department of Education has had a committee of teachers representative of the four divisions of the Programme of Studies, screen and evaluate the films (both sound and silent), filmstrips and lantern slides in the Department of Extension Film Library. This Evaluation Committee has assigned to each film, filmstrip and lantern slide set in the Department of Extension Library approved as a visual aid in teaching a subject placement, an optimum grade placement and a grade spread.

The Department of Education will

itself in future operate a film library for use in schools, and is now purchasing new films for the beginning of this library. Films, filmstrips, and lantern slides in the Department of Extension Library approved by the Evaluation Committee for classroom purposes and those being purchased by the Department of Education will be listed in a catalogue for distribution to divisional boards, teachers of schools where projectors are available, and schools on National Film Board Circuits. The catalogue will include also information on the use of films as a teaching procedure, the care of films and of projectors and a description of each film which will assist teachers in making their selections. **This catalogue will be available before the end of December.**

The Department of Education will control the use of films in schools during school hours. Only those films which are approved by the Department may be shown in schools during school hours. Agencies or travelling projectionists must secure the permission of the Department before showing films in schools of the Province during school hours.

Both silent and sound films will be included in the Departmental Library, with silent films predominating. Filmstrips and lantern slides will be added to the library later. Notices will be published from time to time in the Official Bulletin of the Department in the A.T.A. Magazine as additions are made to the Library. Silent films may be shown on sound projectors but **sound films may not be shown on silent projectors as the sound track would be ruined.**

The films of the Library of the Department of Education will be available for classroom purposes only. Applications must be made on the prescribed form and must be signed by the Secretary of the School Board or Divisional Board and by the Principal or teacher of the school.

The films in the Audio-Visual Instruction Branch Library will be supplied free of charge other than transportation charges. Films sent out by mail are returnable postage free by using the prescribed label. The Divisional Board or School Board will be responsible for postage one way for those sent by mail, and for express both ways, for those sent by express. Bills for postage will be rendered at the close of the school year. Express parcels will be sent collect and return express parcels should be prepaid.

The usual rental charges will apply to the films obtained from the Department of Extension of the University of Alberta.

It is apparent that, in a number of instances, projectors owned by schools and by A.T.A. Sub-locals have been idle because of the inability of teachers to operate them. The Department has arranged for courses in the operating of projectors to be given at the Institute of Technology and Art, Calgary, and at the Department of Extension, University of Alberta, Edmonton, during the Christmas holidays for any teachers desirous of learning to operate projectors. Particulars will be supplied upon request.

The National Film Board has nine regular circuits in the Province of Alberta on which travelling projectionists show the programmes made up by the National Film Board. The films are of two types, War Information Films and Educational Films. The National Film Board is glad to have the projectionists place their services during the day time at the disposal of Principals and teachers.

The Department of Education recognizes that this provides an opportunity for schools not owning projectors to see some educational films that may be correlated with the Course of Studies. Showing these films in schools during school hours is permissible only under the following conditions: (1) the programme

is not too long; (2) an opportunity is given for preparation of the subject matter prior to the screening before the students in order to relate it to an enterprise or Social Studies project; (3) the films selected have been approved by the Department of Education; (4) the set-up is such that the circuit programme does not have the effect merely of disrupting school work for the half day.

It must be borne in mind that the Course of Studies, which is designed to cover a ten-months school year, this year, because of war conditions, must be covered in nine months; that in rural communities regular attendance is now more difficult than in normal times, and that in winter months there is a tendency to shorten the school day. All of these factors result in a considerable curtailment of school instruction time and a further curtailment of half a day a month cannot be justified except under conditions that are extremely favorable.

The programmes of the National Film Board are usually of two and one-quarter hours duration with a prelude of music. A programme of this length and content develops into a purely "entertainment" programme rather than an instruction period with visual aids and defeats the purpose of the teaching procedure. The usual classroom environment is desirable when using visual aids.

The privilege of showing the National Film Board films during school hours is conditional upon their being screened under the usual classroom conditions. The showing should be confined to classes of a single school and should take place in the classroom, not in an auditorium.

Teachers may select one or two numbers from the films of the programmes approved by the Department of Education, and have the class study the subject matter before the films are shown. The music is popular music requiring seven or eight minutes and

lends to the classroom a theatrical atmosphere and should be omitted.

The following is the content of the programmes now on the circuits which has received the approval of the Department of Education:

Programme A—

Battle of Russia—Time, 1½ hrs.; Optimum grade placement, X; Grade Spread, VIII-XII.

History of Power—Time, 20 minutes; Optimum grade placement, X; Grade Spread, V-XII.

Programme B—

Highways North—Time, 13 minutes; Optimum grade placement, VI; Grade spread, IV-XII.

Land for Pioneers—Time, 14 minutes; Optimum grade placement, VII; Grade spread, V-XII.

Unrra—Time, 14 minutes; Optimum grade placement, XI; Grade spread, IX-XII.

The *Battle of Russia* has been approved for subject content but the screening time is too long. The time table of the school would require adjusting should this film be chosen.

Three additional circuits operate in industrial regions as follows: one on the Coal Branch; one in the Drumheller region; and a third from Medicine Hat to Crowsnest Pass. Schools on any one of these three circuits may choose from the following films:

Totems—Time, 10 minutes, Optimum grade placement, V; Grade spread, III-VI.

Oswego—Time, 12 minutes; Optimum grade placement, XII; Grade spread, I-XII.

Sand and Flame—Time, 10 minutes; Optimum grade placement, IX, General Science; Grade spread, VII-XII.

Programme A will be shown on the Industrial circuits from November 6th to December 2nd; and Programme B from December 4th to December 20th.

All programmes of the National Film Board will be previewed by the

Evaluation Committee of the Department of Education and a list of the films approved for showing during school hours will be published in the Department's Official Bulletin in the A.T.A. Magazine.

Teachers of schools on the National Film Board circuits may take advantage of the services of the film library of the Audio-Visual Branch of the Department of Education as soon as it is ready to operate, which will be January 1st.

Programme A will be shown on the following circuits from October 9th until November 4th:

Circuit 1: French-Canadian schools at points north east of Edmonton in the vicinity of Lac La Biche, St. Paul and Bonnyville.

Circuit 8: The McLennan School Division.

The following films of the National Film Society have been approved for school use and are available from the Library of the Department of Extension, University of Alberta, until November 30, 1944. The rate of rental to schools is fifty cents per reel for sound films and twenty-five cents per reel for silent films for one day's use, with half these rates for each additional day, together with transportation charges.

Subject	Optimum grade placement	Grade spread
Chemistry	XII	
Biology	X	
Social Studies	IX	V-IX
Social Studies	X	X-XII
Sociology		
General Science	IX	VII-IX
Social Studies	X	VII-XI
Biology	X	
General Science	IX	IX-XI
Social Studies	IX	VII-X
Social Studies	VIII	VII-XI
Art	X	X-XI
Health and Safety	VII	VI-XII
Social Studies	VIII	V-IX
General Science	VII	VII-IX
Social Studies	XI	X-XII
Social Studies	VIII	V-VIII
Social Studies	V	IV-VI

For the information of school officials interested in purchasing projectors, silent projectors are not available for the duration. A limited number of sound projectors are available for educational purposes on a

Circuits 3, 5 and 9: Points on circuits south of the Saskatchewan River (except those on the Camrose line), east to the Saskatchewan Boundary and west to Rocky Mountain House.

Programme B will be shown on the following circuits during the same dates:

Circuit 2: Points along the Camrose line to the Saskatchewan Boundary and north to Lloydminster.

Circuit 4: Points north of Edmonton to Boyle and east to Ashmont.

Circuit 6: Points west of Edmonton to Entwistle and north to Athabasca including Barrhead and Sangudo lines.

Circuit 7: All points in the Peace River district except those in the McLennan School Division.

2" x 2" lantern slides. The Department of Education does not sell projectors.

The film used in connection with the Victory Loan Campaign may be shown in schools during school hours if considered desirable to do so by Principals and teachers.

Silent and Sound 16 mm. projectors, and filmstrip and lantern slide projectors may be operated in schools for classroom purposes WITHOUT a provisory permit from the Inspector of Theatres and without the payment of a fee.

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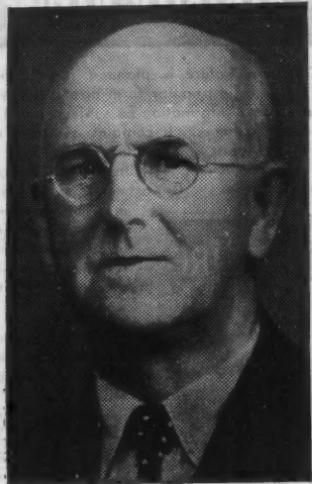
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HIGHLIGHTS of the C.T.F. CONFERENCE

By H. C. MELSNES, B.Sc., Grande Prairie

TWENTY-FIVE years ago, a group of teachers representing their organizations in several of the provinces, met at Calgary to form a Canadian Teachers' Federation. This summer, at Montmorency Falls, P.Q., the C.T.F. held its twenty-third Annual Conference with all of the nine provinces fully represented, and with some of the original members present. During this time, the Federation has become an important force in Canadian educational affairs. It has consistently battled for better educational opportunities for young people throughout Canada, for improved teaching conditions, and for a wider recognition of the importance of education among a democratic citizenship. Within the past year the Dominion Government has officially recognized the Federation as the organization which represents the teaching body of Canada, by agreeing to consult a C.T.F. Committee on matters of importance to education. This year's Conference also took steps towards the setting up of a full time secretariat for the Federation, a move that is in keeping with the important position of the Federation at this time.

Kent House at Montmorency Falls, six miles from Quebec City, where the delegates met in conference during the week of August 7, 1944, was a delightful place for such a meeting. A scenic spot, with the falls close by, overlooking the St. Lawrence River to the Island of Orleans; full of historic interest, it was also a quiet, undisturbed place in which the business of the Conference could go forward under ideal conditions. Alberta's delegation, the same as that of last year, consisted of the General Secretary of the A.T.A., J. W. Barnett; Past Pres-

ident Jim Smith, and Vice-President H. C. Melsness. The A.T.A. was further represented by Ray Shaul who was there both in his capacity as Past President of the C.T.F. and as a member of the special committee which met the representatives of the Dominion Government just prior to the Conference.

The Conference itself lasted through four days, and a tremendous amount of detail was considered by the delegates. It is possible here to give only some of the high points in the business of the Convention. However, one could not help but feel that here was a group of teachers who took their work as delegates very seriously, and who were putting everything they had into the Conference. At the opening session, Miss Beryl Truax, President of the Federation for the past year, gave an excellent address in which she dwelt briefly on the achievements of the C.T.F., and then went on to point out some of the problems that faced the teachers at this time. Miss Truax pointed out the need of a National Policy for Education with Federal Aid to the provinces. She scored the inequalities in educational opportunity that still exist as between the provinces and between the rural and urban areas, the low economic standards imposed on many teachers, and the social evils and racial prejudices found in Canada, which she contended it was the task of education to remove. To meet these problems Miss Truax pointed out the need for more efficient organization of the C.T.F.

As in our A.G.M. much of the heavy work of the Conference was done in committees. These were appointed the first morning. Mr. Barnett did double

duty on the Constitution and Policy committee and the Nominating committee, Mr. Smith served on the Finance committee, and Mr. Melsness on the Resolutions committee. During the Conference these committees were often seen sitting far into the night. Most of the reports were released to the delegates during the first day in order to make it possible for the committees to get to work. Also on the first day several visitors and guests were introduced. There were quite a number of organizations which had sent representatives to place various matters of educational interest before the Conference. Some of those introduced the first day were Dr. Victor Doré who, as Superintendent of Education for the Province of Quebec, welcomed the delegates to that Province, Dr. John E. Robbins of the Canadian Council for Citizenship, Mr. R. S. Lambert of the C.B.C. staff, and Miss Thelma Craig of the Information Branch of the W.P.T.B. These and other visitors spoke to the Conference at various times during the four-day meeting.

Federal Aid to Education has been an important item on the agenda of the C.T.F. Conferences for a number of years. Last year a committee under the chairmanship of Dr. Floyd Willoughby of Manitoba presented a very comprehensive report on Educational Reconstruction in which Federal Aid was strongly urged. That report was adopted by the Conference in 1943, and Dr. Willoughby was asked to prepare a brief to be presented to a special committee of the House of Commons. Consideration of this brief at this year's meeting provoked considerable discussion as to how aid to the provinces should be computed. B. C. delegates urged a flat grant to each province based on the number of pupils enrolled in the schools, but the Conference did not accept the suggestion, preferring to urge, as in the past,

that any aid granted should be based on the needs of the province.

A study of reports submitted by the different provinces showed progress being made in many fields. All but three of the provinces now have automatic membership in the teachers' organizations, with Ontario as the latest to achieve this. Salaries were on the upward trend, although Miss Truax had pointed out in her address that according to the C.N.E.A. report, (1941) 49.5% of Canadian teachers were receiving less than \$800.00 per year, lowest salaries being less than \$400.00. There was considerable interest shown in the affiliation of the British Columbia Teachers' Federation with the Trades and Labor Congress of Canada. It was too soon, however, to know how this was going to work out for the teachers, although the B. C. delegates were enthusiastic about its possibilities.

A matter of immediate interest to members of the provincial organizations was the proposal to establish a full time secretary for the C.T.F. at Ottawa. Tentative plans had been brought before the Conference last year. It was generally agreed that the move would be desirable, but the matter of its cost presented some difficulty. It would become necessary to increase the fees of each of the provinces by a considerable amount in order to make the plan possible. It was finally agreed this year that each of the provinces would be asked to try to pay a fee of 40 cents per member to the Federation, and that if the response to this appeal was satisfactory, the executive would proceed to set up the Ottawa office.

Another important report to the Conference was that of the committee (elected in 1943) which had met the representatives of the Dominion Government. The "freezing order" had been imposed on teachers by the Federal Government in July, 1943 without the C.T.F. being consulted. Strong

protests were made at the Conference that year, and as a result the Minister of Labor agreed to seek advice from a standing committee of the C.T.F. on matters of concern to teachers. When this committee met the Minister's representatives just before the Conference this year, it strongly urged the modification or repeal of the "freezing order". It was pointed out that the order had not served its intended purpose, that it had worked undue hardship on teachers, and had helped to keep salaries down. Mr. McNamara, Director of Selective Service gave the delegation some hope that the order might soon be modified, and since then word has been received that Selective Service Boards are to give more favorable consideration to granting release to teachers who are receiving less than an annual salary of \$1,000. There is some hope that the order may be cancelled entirely by next year.

Many other items of interest came before the Conference. A resolution was passed urging that all teachers in Canada ask for an annual salary of not less than \$1200. The use of radios and educational films made available by the Government were discussed by the representatives of the C.B.C. and the National Film Board. Considerable material in the way of booklets, charts, and so on, was laid before the delegates by bodies such as the Canadian Council for Adult Education and the Wartime Information Board. The latter Board also made a grant of a considerable sum of money to the C.T.F. to be used in arranging an exchange of speakers among the provinces, and it was decided by the Conference that Miss Truax, Quebec (now Past President) and Mr. O. V. B. Miller, New Brunswick (Vice-President) be asked to tour the western provinces as convention speakers this fall, and that other speakers from the West be asked to go to the East.

One of the most interesting of the speakers who addressed the Conference was Dr. Howard E. Wilson, Secretary of the American Council on Education, Washington, D.C. He described studies that were being carried on by his organization between the United States and other American countries, for the purpose of safeguarding existing friendship and of increasing the knowledge of each others' way of life. To this end surveys were being made by prominent educators of the textbooks being used in the schools of these countries, in order to check their accuracy, and to make sure that they did not embody offensive material. A committee to carry out such a survey between Canada and the United States was endorsed by the Conference.

Despite all the business of the Conference, some time was still found for relaxation and entertainment. The first evening at Kent House, the delegates were the guests of the Provincial Association of Protestant Teachers of Quebec, at a banquet. The next evening, the hosts at a banquet were the representatives of the Shawinigan Water and Power Company, and on another occasion, buses were chartered by the Quebec teachers to take the visiting delegates on a tour of L'Isle d'Orleans. The Quebec Government entertained the delegates and their friends at a luncheon at the Chateau Frontenac at which Mr. Filteau, Director of Catholic Education, speaking in English, made a plea for better understanding of education in the Province of Quebec and showed the progress that has been made in that province during the past ten years. Miss Truax replied in French, and extended thanks on behalf of all the delegates.

The election of officers took place at the last session of the Conference. New officers for the year are: Dr. Floyd Willoughby (Man.), President;

Mr. O. V. B. Miller (N.B.) Vice-President; Dr. C. N. Crutchfield of Shawinigan Falls, P.Q., General Secretary Treasurer; with Miss Beryl Truax (Que.) as Past President. The executive members, one from each province, were elected as follows: Mrs. Marion Blair, Quebec; Dr. C. G. Mosher, Nova Scotia; Miss L. B. McNaughton, New Brunswick; Mr. L. D. McCamus, Ontario; Mr. R. C. Paris, Manitoba; Mr. H. C. McIsness, Alberta; Mr. F. J. McRae, British Columbia; Miss Estelle Bowness, P.E.I.; and Miss E. M. Coppinger, Saskatchewan.

A brief sketch such as this does not do justice to the important work that is done by the C.T.F. both at its conferences and throughout the year. If the co-operation of the provincial bodies makes possible the setting up of a full time office at Ottawa this year, then the 1944 Conference will mark an important milestone

in the progress of the Federation. Much remains to be done in the educational field in Canada, but thanks to the efforts of the C.T.F. and other teachers' organizations education is going forward, and the all-important matter of Federal Aid is receiving more favorable comment today than ever before. Teachers have every right to look forward to the future of education in Canada with confidence that great progress will be made, and that it will be made very soon.

I have found that those who love
A dog, a cat, a bird and flowers,
Are usually thoughtful of
The larger needs that may be ours;
Who for God's creatures small will
plan
Will seldom wrong his fellowman.

—Edgar Guest.

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This series, the first of which is inserted in this magazine, is the substance of a series of talks by DUNCAN INNES, M.A.

of the McDougall High School over Station CJCA at 1:15 Sunday afternoons,

How do you say it?

CULINARY—CUE linary or CULL-inary?

COUPON—CUEpon, or COOpon?

ECZEMA—ekZEEma, or EKSiMa?

QUAY—KWAY or KEY?

PALL MALL — PAWL-MAWL or PEL-MELL?

GRIEVOUS—GREEVus or GREE-veus?

STRATOSPHERE—A as in ALE or A as in AT?

SINGAPORE—G as in SINGER or as in FINGER?

CABOT—CAB-OH or CABut?

IMPIOUS—IMPious or imPIEus?

NEWS—NYOUS or NOOZE?

HELICOPTER—First syllable, HELL or HEEL?

APPARATUS—appaRATUs or appa-RAYtus?

ARMISTICE—ARMistice or armIS-tice?

COMPARABLE — comPAREable or COMParable?

Check them off with a pencil before you look farther. As a teacher you are probably better at this kind of thing than the ordinary person. Just the same it is interesting to find your own score and then try the list on a number of your friends for comparison.



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For words which are variously pronounced, it is wise to look into various dictionaries before being positive about the matter. However, most dictionaries agree completely on the words given above; the only exception is APPARATUS. Some American dictionaries allow the RAT version a second place. For the others: CULINARY has the long U (CUE); COUPON has the COO as in COUPE. Your physician says EKSIma and only the worst landlubbers would say KWAY for QUAY. PALL MALL has two E sounds whether in London or for the cigarettes. GRIEVOUS has only TWO syllables and STRATOSPHERE is STRAIGHT according to the dictionaries. SINGAPORE has the clicked G as in finger. It sounds as if it had a double G. CABOT was an Italian, not a Frenchman; to be exact his name was GABOTTO. The T is sounded in CABOT and the accent is on the first syllable. Don't feel too sad if you were caught on that; it catches the majority in this country. IMPIOUS starts with an IMP, just the opposite of PIOUS. NEWS has the long U sound even if some radio announcers think they know better. HELICOPTER sounds like HELL and APPARATUS is appa-RAYtus regardless of your chemistry professor. ARMISTICE is becoming useful for current events; the accent is on the first syllable. COMPARABLE, too, is accented on the first syllable.

BERYL is a rather common name for girls and it is sad that it is usually pronounced BURL. Apart from its use as a name, beryl means a mineral of great hardness and beauty. The word itself has a long pedigree having been traced back to the OLD PERSIAN name for crystal. BERYL is properly sounded in two syllables, the E as in BET. A BURL is a knot in a thread. BERYL sounds much better than BURL and besides

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has a much more appropriate meaning for the name of a pretty girl.

The English language today has a long list of words ending in -ACTION but that wasn't always so. Nowadays you can take almost any verb and tack on this suffix. Organize becomes organization, the accent on the A not on the EYES. Consecrate becomes consecration, and so on. An American writer, M. M. Mathews, says that the first word to be formed in this manner was FLIRTATION and the second was STARVATION. He may not be right but it makes a good story. Perhaps you can philosophize over the combination.

It may be doubted if all the changes in our language have been for the better. Once upon a time, and still locally in some parts of England, a wife's or a husband's mother was known as a *good mother*. Who will say that *mother-in-law* is an improvement on that? Really, if we called the dear old lady "*Good mother*" there couldn't be any *mother-in-law* jokes. *Good father* was used for *father-in-law* or *step-father*. So, also, for *good sister* and *good brother*.

Try punctuating this sentence:
Smith where Jones had had had had
had had had had had had had had the pro-
fessor's approval. It can be done.

Footnote: The author would be pleased to reply to any request for information pertaining to any question on this subject.

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Congratulations

Welcome Back

Among the promotions announced by the Minister of Education this year is that of Mr. F. B. Facey, M.A., to the position of Inspector and Superintendent of Schools at Castor.



Born in 1911 in Sedgewick, Alberta, Mr. Facey graduated from Victoria High School, Edmonton, and the Edmonton Normal School and has graduated as B.A. and M.A. in Education from the University of Alberta. His teaching appointments have included rural schools near Wetaskiwin and Leduc, Tofield High School, Principal at Bruderheim, Spruce Avenue School, Edmonton and a position on the staff of the University High School which he held at the time of his appointment.

Mr. Facey was a member of the Education Society of Edmonton and during his teaching experience has worked enthusiastically for the Alberta Teachers' Association. He was at one time President of the Bruderheim-Lamont Sub-local and at the time of his appointment was Secretary-Treasurer of the Edmonton Intermediate Local.

Miss Jeanette Hinman, B.Sc., is also to be congratulated on her appointment by the Department of Education as Supervisor of Home Economics for the Province. Miss Hinman, a graduate of the University of Alberta who has taken additional training in the Syracuse University, has been teaching Home Economics at Cardston.

October-November, 1944



MAJOR W. E. FRAME

Teachers of Alberta are delighted to welcome back to our midst, Major W. E. Frame who has returned from service with the Canadian Army overseas and is resuming his duties with the Department of Education.

Previous to his enlistment during the early part of the war, he held the position of a High School Inspector. Henceforth, however, his time will be divided between General Administrative work in the Department and High School Inspecting, especially within the field of Commercial Education.

Major Frame will undoubtedly measure up to his past record as a competent Inspector but withal, a gentleman, genial and sympathetic to all under his jurisdiction.

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Post-War Reconstruction

From Interim Report of Post-War Reconstruction Committee to the
Legislature of Alberta, March 10th, 1944

Educational Rehabilitation

1. Satisfactorily comparable to provisions elsewhere in the British Commonwealth, except New Zealand, but of somewhat lower scale than in the United States, the Dominion Post-War Re-Establishment Order (P.C. 7633) and amendments provides assistance, including pay, allowances and tuition fees, possibly augmented by pensions, for demobilized persons qualified to obtain University or other rehabilitation training, but it does not give assistance to the province to meet the deficit between tuition fees and actual tuition costs. It will be necessary, therefore, to provide for this deficit.

2. Under The Vocational Training Co-ordination Act, 1942, which provides training for persons discharged from the forces or war industries, dominion and provincial governments share equally the cost of training, but the province must provide the facilities. Thousands of troops are taking matriculation correspondence courses, so the University is planning full summer terms for post-war years to help them to accelerate their graduation. Furthermore, the University hopes, by starting a Junior College in Calgary, to relieve the anticipated overcrowding. The present war emergency training centres at Edmonton, Calgary, Medicine Hat and Lethbridge may train other discharged personnel at the secondary level. Those entering agriculture without previous experience should be placed for one year with experienced farmers before taking their technical training.

3. Education for veterans' children is considered under "Scholarships", and Apprenticeships are considered under "Industry".

The Committee recommends:

(a) That the province mobilize all available educational facilities to deal as effectively as possible, in co-operation with the dominion, with the problem of fitting men and women discharged from the armed forces and from war industries, and who may require further education, training or retraining, for useful and satisfactory places in the life of the community.

Educational Needs of the Province

4. A special committee prepared a comprehensive report covering the educational needs of the province, as to selection of teachers, their training, length of service, salaries, accommodations, etc. This report, together with the report of the Sub-committee on Education and Vocational Training, will be available in full through the Department of Education to those specifically interested in problems of education, but the following highlights of these reports are of general interest because of their significance.

Selection

5. Only 25% of the Normal School enrollments are males, and half of these, including many of the most capable, leave the teaching profession in from one to six years for more remunerative occupations; percentage of Anglo-Saxon students dropped from 70 in 1930-31 to 35 in 1943-44; average student intelligence dropped from 13th place out of 304 colleges in 1936 to 111th place out of 253 colleges in 1942; recently one-third of 163 students rated with the least capable fifth of American high school graduates.

6. Desired standards have been swept aside by war conditions, and selections are now based upon the qualifications which allow us to secure enough teachers at current salaries. Investigations reveal that only

in great depressions have current teachers' salaries been able to compete with those of other callings, but at other times, education takes what it can get, not what its social importance demands. Wartime letters of authority to teach should be cancelled immediately after the war; returning teachers should be given refresher courses; capable wartime teachers of low qualification should complete their training. Major improvements in salaries, training, tenure contracts, pension provisions and living conditions are necessary to attract and hold the desired calibre of teachers.

Training

7. Integration of the Normal School courses with those of the University would provide that, beginning at matriculation, a continuous programme should lead to degrees of Bachelor or Master of Education. With some courses additional to those presently taught at Calgary Normal and Institute of Technology and Art, the proposed Calgary Junior College training for teachers would lead, after further University training, to the B. Ed. degree. Entrance standards for teacher-training should be raised; teacher-training in the University should include specialization in kindergarten, primary and secondary fields, music, art, drama, health education, etc.

Stability

8. Serious instability in the teaching profession is revealed by the fact that for men, the average teaching life is 7.5 and for women 5.9 years, and about half change positions every year. Objection is made to requirements of urban boards that women resign upon marriage. The Teachers' Retirement Fund Act of 1939 is considered inadequate, and living conditions are considered unsatisfactory in most rural districts.

Salaries

9. In 1942 the median Alberta teacher was a high school graduate,

had slightly more than one year of professional training, had taught six years and nine months (of which the last year and five months had been at the same place), was 26 years of age and had earned \$935, which had to provide sustenance for 52 weeks and meet expenses of summer school, essential to professional advancement. Such salaries, substantially lower than those paid in manufacturing industries, are held largely responsible for the progressive deterioration of personnel entering Normal Schools, and for driving married men out of the profession. To relieve this situation, a salary scale was proposed, based on 1939 living costs and dollar value which, starting with a minimum of \$900 progresses to \$2,480 according to training and years of experience, with additional provisions for intermediate and high school teachers, vice-principals, principals, etc., and which suggests special provincial grants to school boards complying with specified conditions.

The Committee recommends:

- (a) That in the interests of education, the public be enlightened with respect to the highly unsatisfactory conditions summarized above.
- (b) That the Alberta Government expand its programme of educational reform in order to promote improvement in teachers' salaries, training, legal status, pension provisions and rural living conditions, in order that the profession may attract and hold the high calibre of personnel which its vital importance warrants.
- (c) That all teacher-training in Alberta be integrated.
- (d) That a minimum salary schedule be established which recognizes the cost and professional value of successive years of training, also the value of increasing experience, and the assumption of successive degrees of responsibility.
- (e) That the possibility of recruiting teacher material from returned men and women be explored.

Scholarships

10. The foregoing amply justifies greater encouragement of potential

teachers through scholarships starting at Grade X, especially for those gifted in music, art, commerce, agriculture, household economics or other significant subjects in an enriched social curriculum. The Faculty of Education now offers four-year programmes leading to B. Ed. in Agriculture and B. Ed. in Household Economics which should remake rural secondary schools, but in view of the low salaries paid, few students may devote the extra year's time required unless scholarships are available for the fourth year.

11. The Committee has ascertained the experience and findings of authoritative bodies and individuals elsewhere, and the opinions of provincial organizations, on the question of extending the scope of free education. It is clearly evident from its report that, as expressed in the British White Paper on Educational Reconstruction, 1943, "High ability should not be handicapped by accidents of place of residence or lack of means in securing a University education."

12. The authoritative viewpoint is that:

- a. The age limit for compulsory education should be raised;
- b. That part-time compulsory education should continue afterward;
- c. That scholarships be awarded on a merit basis, but graduated in amount according to need;
- d. That scholarships in all fields be greatly increased in number.

13. A strong recommendation from the Alberta Command of the Canadian Legion urges resumption of the Education of Soldiers' Children Act under which, for several years, the Provincial Government allocated \$10,000 a year for educational grants to soldiers' children. The purpose was good, but the act was difficult to administer and further consideration is necessary to find something more

comprehensive and in line with the objective of greater generosity to all children on the basis of merit and need.

The Committee recommends:

(a) That provision of not less than 100 provincial scholarships be part of the post-war education plan.

(b) That higher-education fees be reduced, if possible, and that aptitude and ability, rather than financial means, be the basis upon which to decide University candidature.

(c) That special provision be made to assist in the education of soldiers' children.

(To be Continued)

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INDUSTRIAL ARTS

Edited by Lloyd N. Elliott, Calgary

SHOP COURSES FOR GIRLS

By SGT. H. B. CASSON, York Mills, Ontario,
formerly of Holden Division

AS it may be considerable time before I can get back to shopwork again, I would like to make this contribution now for what interest it may hold for others concerned with this phase of education.

I operated five shops in the Holden Division and towns within its boundaries for three years. By the beginning of the third year I had established the courses for boys from grades seven to twelve and was convinced of the value of such courses. I was also of the opinion that the General Shop Courses were quite flexible enough to permit their being adapted satisfactorily to courses for girls. The general setup indicated that girls should take a Home Economics Course but after they had two years' of Home Economics, I felt that no one should have any objection if girls were offered Shop courses. At Tofield I was able to enroll a senior class of ten girls and ten boys which I considered ideal to give my convictions a fair trial.

The first consideration was one of discipline. Could ten girls and ten boys be given freedom to move about and still carry on work? The only sensible solution was for boys to help girls only at the heavier tasks. In no other way did I make any distinction between girls and boys. We had the usual first day talk. I introduced shopwork and expressed my opinion that the shop should have a pleasant atmosphere of industry and co-operation and this atmosphere did persist throughout the year. The best discipline is interest in subject matter.

There is a limit to exercises that girls can do. They have not the muscular strength to do heavy ripping or planing, nor can they do satisfactory work with screwdrivers on heavy jobs. The instructor or boys should help with this part of their project.

Aside from the above, girls have every ability necessary and probably surpass boys in neatness of written work and in delicacy of design. I mention this because there was a time when girls were considered to be quite lacking in "mechanical" sense. Their ready adjustment to war industries has exploded that idea so I need not dwell further on the matter.

To develop a clear aim I considered that the girls were potential homemakers. Any experience to make them more capable as such would be of value. Because a girl is taught how to hold and swing a hammer I am not suggesting that she will be a carpenter but since certain tools are common household equipment, why shouldn't she learn how to use them properly if need be?

AIMS

1. To provide experience in correct use of very common hand tools.
2. To teach how to draw plans sufficiently well to show others what is wanted.
3. To provide a knowledge of functional design of furniture.
4. To provide them with a confidence to attack mechanical problems.
5. To teach appreciation of skills employed in homemaking.
6. To provide knowledge of woods and finishes for furniture.

7. To enable them to make common minor repairs or adjustments to household equipment.

8. To help them explore for latent ability by offering crafts as reed work, leather work, upholstery and design.

PROJECTS

1. Small three-ply projects, as shelves, corner and wall.
2. End tables, upholstered foot stools.
3. Dressing tables, book racks.
4. Reed mat sets for hot plates, baskets.
5. Leather belts, change purses, camera cases.

No list is complete or should be more than a suggestion. I paid particular attention to upholstery, furniture construction, and small household conveniences that pertain to a woman's work in the home.

In closing, my contention is: that girls can do shopwork as well as boys; it is of equal value to them but in a different field; they enjoy this shop-work and find satisfaction in creating objects; girls should know how to use common tools found in average homes; they should gain experience in how to plan household conveniences; they should know something of sound furniture construction; they should know common woods and finishes, and that they should be given opportunity to develop a feeling of competence in mechanical exercises. I am sure that the young people who shared this experiment with me feel as I do. Perhaps some of them are now teaching and would care to submit their ideas on this topic of Shop Courses for girls. I think a short course in woodwork should be given all teachers, particularly women, who engage in teaching enterprises.



MR. JUSTICE MACDONALD

Mr. Justice Macdonald, appointed on October 20, 1944 as a Judge of the Trial Division of the Supreme Court of Alberta, was for many years a teacher, and when Principal of the Banff School, he was President of the Local of the A.T.A.

"These rock formations," explained the guide, "were piled up here by the glaciers."

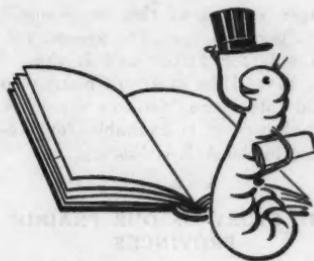
"But where are the glaciers?" asked an old lady.

"They've gone back, madam, to get more rocks," said the guide.

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BOOK REVIEW

By

M.E.L. - T.M.M.
Faculty of Education,
Summer Session

Lawrence A. Averill, Ph.D., head of the department of psychology of the Worcester State Teachers' College Worcester, Massachusetts, U.S.A. has written a most interesting and practical textbook of psychology entitled **Introductory Psychology** (Macmillan Co.) 1943. 556 pages. \$2.25. It is not meant for advanced students but is adapted to the mental ability of high school students. It is written as a guide to living. The viewpoint is that of the mental hygienist.

Centuries ago Socrates used to say to his disciples: "Study yourselves. Learn to know yourselves." This bit of wisdom has withstood the test of ages and is as practical today as in the time of Socrates. Doctor Averill stresses it in his introductory chapter in the following words addressed to the student: "In the course of your progress along the educational pathway you have been following, you have ventured into many fields of human knowledge. You have studied some of the great masterpieces of literature. You have explored the richness of our English language and have developed skill in written and oral speech. It is now time for you to begin to learn more about yourself as an individual, more about living adequately and satisfactorily in this

extremely complex world in which you find yourself."

This volume attempts to answer a large number of the many problems an adolescent has to cope with. He is shown how to study economically, how to think soundly. The vital points of character training, vocational guidance, social adjustment are but a few of the numerous problems treated here.

Doctor Averill never loses sight of the fact that he is dealing with adolescents. All the material used in this book is adapted to their mental ability and falls within the realm of their experience. Each of the twenty chapters begins with a section entitled: "What's ahead in chapter 1, 2," etc., which indicates in four or five paragraphs the matter to be treated. At the end of each chapter two or three pages are devoted to questions, scientific experiments and references. It is interesting to note that the references are not taken from the ordinary textbooks in psychology which are above the capacity of the average high school student, but have been selected from classical and temporary literature. Anecdotes, diagrams, and illustrations are widely used to captivate attention and drive home each particular lesson.

Students will certainly enjoy this textbook. They will not read it in a half-hearted manner for the simple reason that it is captivating. A large number are sure to profit by the sound practical lessons it contains.

ENCYCLOPEDIA OF MODERN EDUCATION edited by Harvey N. Rivlin, published by Philosophical Library Inc., 15 East 40th Street, New York, N. Y., 1943, pp. 902.

Reviewed by DR. K. F. ARGUE,
University of Alberta

The *Encyclopedia of Modern Education* is the work of specialists and experts. More than one hundred and fifty of them have contributed to this volume. Yet throughout it is written without verbiage in straight-forward non-technical language. Herein lies one of the principal merits of the book. It is with a sense of relief that one finds L. Thomas Hopkins able to delineate the "Broad-Fields" curriculum in three quarters of a page and the "Integrated" and "Fused" curriculums in even less space. Likewise it is with pleasure that one discovers W. H. Kilpatrick's outline of the Principal Features of Progressive Education in one and a half pages and William Bagley's statement of the essentials of "Essentialism" in less than two pages. Similarly on all topics of major professional interest from Academic Freedom to the Winnetka Plan the *Encyclopedia of Modern Education* provides synoptic articles. The treatment is less exhaustive than that of Monroe's *Cyclopedia of Education* but what is lost on this score is more than balanced by gains in modernity, for Monroe is now out of date on many educational topics of present day interest.

The reviewer confidently believes this new encyclopedia invaluable to students, laymen, and members of school boards to whom educational problems are matters of serious concern.

Mention should also be made of the fine bibliographies following each article. They have been carefully selected and thoughtfully condensed.

One wishes such a reference book as this one could be published in a

cheaper edition so that more could own a personal copy. The present volume sells for \$10.00 and is thus, I fear, beyond the means of many who would otherwise be interested. A copy, however, is available for reference in the A.T.A. Library.

* * *

THE STORY OF OUR PRAIRIE PROVINCES

Reviewed by M. W. MacDONALD,
Edmonton

A good deal of the work attempted through the enterprise procedure in our elementary school centres around information concerning our own country. It is only right and natural that a first hand knowledge of the west is of vital importance to our western children. This is particularly true when Social Studies is taught in Division II and especially in Grades V and VI. Our sources of information are from diversified fields. This is as it should be, and no single text can be the total source for all facts. It is however, a comfort to feel that somewhere there is one good book on our western lands written by one who has lived in the west, and knows not only its history and possibilities, but who has in addition a thorough knowledge of teaching and of what children need and like to know. The book referred to here is, *The Story of our Prairie Provinces*, by Joseph M. Scott. (J. M. Dent and Sons (Canada) Ltd.)

This is a well-written, readable and interestingly illustrated text. Mr. Scott has gone far to compile useful information, and the frequent use of the story method maintains constant and lively interest. Briefly it is a romance of a land young in habitation but very old in story. To quote from the author's own preface, "The story covers the period from the time this region was a mass of lifeless but not useless rock to the day when it has become the homeland of over two million people."

The A.T.A. Magazine

Among the book's many interesting features may be mentioned: (a) The inside cover maps. These show the places mentioned throughout the 53 chapters of the book. Their help in following through the sequence of events is very obvious. (b) The long interesting ages before the coming of the first explorers. (c) The development of place names and their connection with the story as a whole. (d) The growth of our resources, industries, social and commercial life.

This book should be in every school library and especially in a school where enterprise education is a serious business.

RECENT ADDITIONS TO THE A.T.A. LIBRARY

The Foundations of National Well-Being by John L. McDougall, Associate Professor of Commerce, Queen's University. (The Ryerson Press). 40 pages 30c.

Introducing the Bible by E. C. Woodley, M.A. (J. M. Dent and Sons (Canada) Ltd.) 52 pages, \$1.75.

Dominion of the North by D. G. Creighton. (The Ryerson Press). 535 pages, \$4.50.

Canada and the Four Freedoms by J. L. Amos, G. M. Hutchinson, J. A. Gibson and M. G. Ross. (The Ryerson Press). 40 pages, 35c.

Our Air-Age World by L. O. Packard, B. Overton and B. D. Wood. (The Macmillan Co. of Canada Ltd.) 838 pages, \$2.80.

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Nurse! by Irmengarde Eberle. (Clarke, Irwin & Co. Ltd.) 136 pages, \$2.50.

Elementary Psychology by Karl S. Bernhardt, M.A., Ph.D. (The Life Underwriters Association of Canada). 300 pages, \$2.25.

Living in Canada by Margaret Jose-
phine Vant, M.A. and Gladys Robert-
son. (The Ryerson Press). 75c.

Navigation Note-book by C. G. Heard, B.A. Sc. (The Ryerson Press). 92 pages, \$1.00.

Arithmetic is Fun by Alice M. At-
kins. Illustrated by Annora Brown.
94 pages, 50c.

Elementary Geology for Canada by
E. S. Moore. (J. M. Dent & Sons).
438 pages.

NOTICE TO LOCALS AND SUB-LOCALS: THE A.T.A. LIBRARY

This is your library. The Library Committee and Head Office would appreciate receiving suggestions from you in regard to the type of books you would like to see in the library. Make it point at your next meeting to discuss this matter and also to receive suggestions from your members.

FREE ECONOMICS BOOKLET

Fighting Inflation is a sixteen-page booklet issued by the Wartime Prices and Trade Board to define and discuss inflation and methods of control such as price ceilings, subsidies and rationing. Questions for review of the material also appear in the booklet. If you have not received this booklet through your secretary-treasurer, write to Thelma Craig, Information Branch, Wartime Prices and Trade Board, Ottawa, ordering sufficient copies for your classroom.

Science is resourceful. It could not open the Pullman window so it air-conditioned the train.

Looking Backward

Magistri reque servi

TEN YEARS AGO THIS MONTH

The A.T.A. Magazine ran a completely Lethbridge number, with all articles supplied by the Lethbridge Local Association.

An Editorial *Economy in Education* took issue with the *Saturday Evening Post* over that "once hallowed shrine", the Little Red Schoolhouse.

TWENTY YEARS AGO THIS MONTH

An article by Dr. C. Sansom argued that the establishment of a sound teachers' pension scheme would be a

long step forward in the direction of educational progress in this province.

Teachers should cease to be rabbits and become self-respecting and alert citizens, states an editorial, *Rabbits for Babbits*, giving excerpts from leading American publications bearing on "Pedagogues in Revolt", and "teachers departing from the *status quo*".

Teacher: "I said, draw a horse and cart. You've only drawn a horse."

Willie: "Yes, teacher, the horse will draw the cart."

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CATALOGUE ON REQUEST

The MATH-SCI Corner

DR. A. J. COOK,
University of Alberta

J. T. CUYLER, B.A.,
Medicine Hat

Teachers are requested to forward questions on mathematics to Dr. A. J. Cook, University of Alberta, and to send questions pertaining to science to J. T. Cuylar, Alexandra High School, Medicine Hat. Other contributions to the column will be welcome. These may concern any stage of the school programme in mathematics and science—Elementary, Intermediate and High School. Send them to the editors as noted above.

FUNCTIONALLY SPEAKING

The Math.-Sci. Corner is again open for another season's business. Quite frankly, we think of ourselves as on a busy corner on Main Street. Educational problems are increasingly an integral part of statesmanship, whether in municipality, town or nation. In this practical sense, we are glad to welcome all the contributors to this issue. The controversy on the mental ability of women is exhilarating. Should not a woman's voice be heard? The article on Rural Science is practical enough, and we are grateful to Mr. Prior for his article, written on his way back to Africa.

We chuckle a little over Mr. Scott's fun with mathematicians. And his article is apt, for the conics were originally studied with no thought of application. How practical is the telescope? Here is a good topic for class report, with interesting possibilities. We think this article on the conics should be put in the Grade XII class library.

CORRESPONDENCE

W. T. ROYCROFT,
Coaldale, June, 1944
Men versus Women

In the first instalment of the article on "Mathematical Thinking", which appeared in the May issue, the com-

pilers warn their readers to beware of tacit assumptions in what they hear or read. With this warning in mind, we were surprised to find, in the June instalment, the tacit assumption that "women are endowed with equal capacities with the men." This is an example of hasty generalization with a vengeance. Professor Schrodinger, the well known physicist declares that the relative intelligence of men and women is a subject that is open to discussion. That is, it is a question that has not yet been definitely decided. To emphasize the difficulty of arriving at a definite decision, he adds, "Men excel at some things; women at others." As the professor, as one might expect, weighs his views carefully before expressing an opinion, they lack that air of finality which characterizes the assertion of the compilers.

While admitting the truth of the contention that, in many spheres of activity, women have not always had the same opportunities as men, this disciple and co-worker of Einstein's insists that genius is much rarer in women than in men. With the aid of a series of diagrams drawn on the blackboard with a few pieces of colored chalk he shows that, because of an abnormality in the gene, women who act as carriers of color-blindness, for example, are rarely subject to the disease themselves. True genius, he insists, is caused by an abnormality in the gene, such as that which causes color-blindness. "So you see," he adds, "that I am speaking quite objectively when I assure you that genius is rarer in women than in men."

Professor J. R. Fryer, who is professor of genetics at the University of Alberta, was kind enough to write the following comment on the statements attributed to Schrodinger in the article quoted by Mr. Roycroft:

"The reference to women acting as carriers of color-blindness and rarely exhibiting the defect themselves is perfectly correct. I do not think, however, it is justifiable to refer to color-blindness as being due to an 'abnormality in the gene'. It is rather due to a different kind of gene from that which causes non-color-blindness, and who is to say which of the alternative genes is the normal one? A statement in the manuscript referring to ideas expressed by Schrodinger is as follows: 'True genius, he insists, is carried by an abnormality in the gene just as that which causes color-blindness'. I think this idea is quite unacceptable to geneticists. Color-blindness is differentiated by a single gene while genius, in all probability, is differentiated by a large number of genes interacting with each other and with more or less specific environmental conditions. If there are numerous genes which contribute to musical ability, for instance, the individual is likely to be a musical genius; or, if certain other genes are present which contribute to mechanical ability, the individual may be a genius in some mechanical field. The same may be said regarding genius in any other field which involves, fundamentally, intellectual capacity. A genius in any field has a complex of many elemental characteristics and these are controlled by multiple genes rather than by one as is the case in color-blindness.

"The gene for color-blindness is on the so-called X-chromosome which, in man, is single in the male but double in the female, and all recessive characters that are inherited through genes on the X-chromosome behave in inheritance just as color-blindness

does. But there is no evidence that the genes controlling intelligence or genius are all located on the X-chromosome. In fact, they are, in all probability, situated on many of the 46 non-X-chromosomes of man. So Schrodinger's attempted analogy between the inheritance of genius and that of color-blindness would seem to be pure speculation. It appears to be a case of 'a little knowledge is a dangerous thing'. Or, it is likely a case of an expert in one field of science posing quite unjustifiably as an expert in another field about which he knows very little.

"It may be a fact that genius is more prevalent among men than among women, but if this disparity actually exists—and there is much doubt here—I think the reason is entirely unknown and may be discussed only speculatively at present. It is very unfortunate if authorities in one field of knowledge mislead the reading public by unsound statements concerning matters in another field."

Rural Science Instruction in Some Mission Schools in Nigeria, West Africa.

By KENNETH H. PRIOR,
C.M.S. College, Awka, Nigeria,
West Africa

(Note: Mr. Prior graduated in agriculture from U. of A. in 1926. We quote from the U. of A. Alumni Magazine *The New Trial*, October, 1943: "A great deal could be said (and should be said) about Mr. Prior's work. Perhaps unwittingly he summed up his philosophy in these sentences in a recent review of activities: 'Abundance of life may proceed from the heart, but it will be expressed in better living. Bigger yams and more productive hens will not make a man Christian, but a good Christian ought to make yams bigger and hens more productive—he has a sense of working in partnership with God which his non-Christian brother does not recognize or understand.'")

IN conformity with a scheme of Rural Science instruction for elementary schools introduced by the Government a few years ago the C.M.S., (Church Missionary Society) in the Niger Diocese, has introduced Rural Science instruction into many of its First Grade Elementary Schools. These schools "read" up to Standard VI, that is Grade VIII approximately.

In this case, Rural Science is the term applied to a course of instruction composed of subjects otherwise known as Nature Study, Hygiene and Agriculture. The teaching is both theoretical and practical but special emphasis is placed on the practical aspects of the instruction and demonstrations with genuine materials are made by the teacher, and useful, practical operations are carried out by the individual scholars or by the class-group, wherever possible.

The object of this Rural Science instruction is not to provide vocational training in any one subject but to provide a suitable background for a course of instruction for an emerging rural people, and at the same time to create a respect for and love of those rural activities which a developing people are apt to despise because they are linked with the past. It is amazing how wide-spread is the idea that escape from manual labor is a true measure of progress.

When a school is to become a "Rural Science" school the first step taken is to secure a satisfactory block of suitable land for the activities to be undertaken, the area depending in large part on the present size, or the estimated future size, of the school and the availability of suitable land. South Eastern Nigeria is heavily populated and some schools, especially town schools, are unable to get land and some others only at a distance from the school building. Distance is a handicap, but not an insurmountable one, as experience has proved. Once the land has been obtained it

must be approved by an Agricultural Officer, or an Agricultural Education Officer (not an Educated Agricultural Officer, as a semi-literate caretaker said). The Agricultural Education Officer is an appointee of the Education Department and works as a liaison officer between the two departments (Educ. and Agri.) for Rural Science activities.

Once the land has been secured and the teacher trained, then the Rural Science scheme for the school is planned, and the land accurately measured up into farms and gardens. Infants' Classes I and II and Standards I and II usually are given gardens, 1 square chain in size, and Standards III-VI are given farms ranging from $\frac{1}{4}$ to $\frac{1}{2}$ acre according to circumstances. These farms and gardens are worked as class-group units and remain in the possession of the class-group until the group passes from the garden to the farm stage, or, as in the case of Standard VI, out of the school.

In consultation with the local Agricultural Officer a crop rotation suited to the district is adopted and the best known working methods for the area introduced. Both methods and crops are subject to change as more and more is learned about local agricultural possibilities. This idea of change and progress is constantly kept before the scholars and adds interest to the operations carried out. Agriculture thus becomes more than drudgery based on tradition and governed by witchcraft and taboo: it develops a scientific and enquiring attitude which greatly appeals to many Africans.

A new time-table is now followed which allows the first four periods in the cool (?) of the morning to the often energetic activities of Rural Science on the following basis—Mon. Stds. I and II, Tues. Stds. III and IV, Wed. Stds. V and VI, Thurs. Stds. I, II, and III, Fri. Stds. IV, V and VI.

Thus each class gets two mornings of Rural Science each week. As stated before there are three branches of work to be covered: Agriculture, Hygiene and Nature Study and a certain amount of initiative is required on the part of the Rural Science teacher to plan to cover all the work, in a satisfactory manner, within the time allotted. At planting and harvest times all four periods may be required on the farm, but during the growing season there may be wet days when the whole time must be spent inside. This requires careful planning and a certain amount of adaptability within the scheme. Each class teacher in the school actually takes charge of his own class in the Rural Science periods, under the direction of the specially trained teacher. He teaches most of the Rural Science theory, after having first prepared teaching notes and submitted them to the specially trained teacher for criticism. In most schools the Rural Science specialist is freed from other class responsibilities in the morning periods so as to be free to devote his whole attention to Rural Science activities whether they be indoors or outdoors. This scheme works very well where the teachers co-operate.

When once the Rural Science scheme has been launched, the idea is to relate as much of the school work, as possible, to the scheme. Hygiene problems are found in the school grounds; Nature Study material is abundant in the farms and gardens; Agriculture teaching is based on the school farms and these farms are compared with local and home farms. Arithmetic problems can be set from the farms. Instead of children, who have never seen a carpet, computing how many yards of carpet it takes to cover a floor, they can determine how many yam sets will be required to plant a given area at a specified spacing. Also, they learn

arithmetic by keeping crop planting and harvesting records, and a simple set of farm accounts. Likewise Geography teaching can begin in the farms and gradually spread to the village and beyond, and so on.

With this type of teaching, many of the school problems are the same as the home problems and a bond of common interest is established. At first some communities opposed this new Rural Science scheme for it seemed to them to be an attempt to retard progress, progress in their estimation being a "white-collar" job, but instances are steadily accumulating where parents and local villages are getting the idea and are showing a real interest in the scheme by visiting the schools and taking an interest in the Rural Science activities.

The Use of Conic Sections in the Astronomical Telescope

By D. B. SCOTT, Ph.D.,
The Dept. of Physics,
The University of Alberta

THE pure mathematician is a queer fellow. It appears that he is happiest when he is playing with symbols best understood by himself. It appears, also, that if there are any reasons for his playing, he alone knows them. Research in mathematics is, in fact, the purest form of research. And by that is meant that the pure mathematician engages in an occupation which is unalloyed with considerations of practical application. It matters not to him that his results have no apparent contact with reality. It has been suggested that pure research in any form is in the same class of activity as the working of crossword puzzles. It is thereby implied that the pure researcher has no place in a properly organized society. If this be true, then the first person to eradicate is the pure mathematician for he above all others is untrammelled by thoughts of utility.

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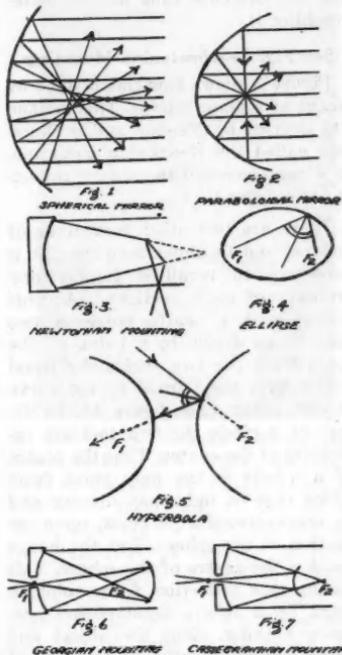
When a man solves a crossword puzzle he experiences a feeling of gratification. But whatever good is accomplished accrues only to himself. Society as a whole does not benefit. Therefore society rightly feels that among the paid occupations, that of solving crossword puzzles has no place. But it is not the same with the pure mathematician. Whether he wills it or not, society is keenly interested in his achievements. Perhaps years pass before a use is found for them. It is possible in particular cases, that no application whatever will be made. But it is impossible to predict. We do know from our experience to date that the great body of mathematics is extremely useful and that the development of mathematics rests with the mathematician. We can therefore not do without him. There are a great many examples of the application of pure mathematics to practical problems. The one with which this article is concerned is the use, in astronomical telescopes, of conic sections, a branch of mathematics which was long ago investigated for its own sake.

The first astronomical telescopes were constructed by means of two lenses. In the course of improving the operation of this instrument it was discovered that there were inherent defects in lenses. It was therefore suggested about the middle of the seventeenth century that it might be possible to make a telescope which used mirrors instead of lenses. Now the properties of conic sections were well known at that time, and it was discovered that a suitable choice of mirrors having shapes determined by the conic sections, admirably satisfied the requirements of the astronomical telescope.

Three of the fundamental requirements of an astronomical telescope are first, that it produce a point image of a distant point object, second, that it be possible to make a photographic record of this image, and third, that the telescope possess large light gathering power. The first requirement obviously means that the parallel rays of light from the distant point be concentrated at a point in the image. The third requirement is satisfied if the diameter of the telescope is large.

See Fig. 1—Spherical Mirror

Figure 1 shows what a spherical mirror does to parallel rays of light striking it. As the rays get farther from the axis of the mirror they diverge farther from a point image. Thus a large diameter spherical mirror must be eliminated from consideration.



See Fig. 2—Paraboloidal Mirror

The problem is solved however by means of a paraboloidal mirror. Figure 2 shows the result of reflecting parallel rays of light by means of such a mirror. It is noted that regardless of the divergence of the rays from the axis upon incidence, they are all reflected through the same point. This point is the focus of the paraboloid. Thus the first and third of the three requirements above are satisfied if a large diameter paraboloidal mirror is used.

There remain two conic sections photographing the light which is reflected from the mirror. Since the insertion of the camera in the region of the focus will intercept a good deal of the light before it has struck the mirror, and also because a camera placed in that position is inaccessible, it is necessary to take the light outside the telescope tube before photographing it.

See Fig. 3—Newtonian Mounting

Figure 3 shows how this is done by means of a plane mirror. This method was devised by Newton and is therefore called the Newtonian mounting. It is very common in modern reflecting telescopes.

There are two other mountings of interest and to understand them it is necessary to recall a fundamental property of conic sections. A conic section with a centre possesses two foci. Lines drawn to a point on the conic from the two foci make equal angles with the normal to the curve at that point. (See figure 4.) In the case of a circle the two foci are coincident at the centre. Thus the centre of a sphere is the only point from which rays of light may diverge and be concentrated at a point, upon reflection at the sphere. But the image point is the centre of the sphere. This means that reflection from point to point by a sphere accomplishes precisely nothing, since the object and image points coincide. In the case of

a parabola one focus is near the mirror, while the other is infinitely distant.* Thus light from an infinitely distant point source (parallel light) is concentrated after reflection, at the focus near the paraboloid. (See again figure 2.)

See Fig. 4—Ellipse

See Fig. 5—Hyperbola

There remains two conic sections not yet discussed. Figure 4 shows how straight lines drawn from the foci of an ellipse to a point on the curve make equal angles with the normal at that point. Figure 5 shows the similar thing for an hyperbola. (Recall that an hyperbola has two congruent branches.)

See Fig. 6—Gregorian Mounting

Figure 6 shows how the ellipsoidal mirror is used in the astronomical telescope. It is required that one focus of the ellipsoid coincide with the focus of the main paraboloidal reflector, and that the other focus be behind the telescope. This mounting, suggested by Gregory in 1663 is now known as the Gregorian mounting. It is rarely used at present.

See Fig. 7—Cassegrainian Mounting

Figure 7 illustrates the use of the hyperboloidal mirror. Here it is also required that one focus coincide with the focus of the main reflector, and that the other focus be behind the telescope. This is known as the Cassegrainian mounting, having been designed by Cassegrain in 1672. It will be noted that both the Gregorian and Cassegrainian mountings require that the main reflecting mirror be cast with a circular opening at the centre.

Most modern reflecting telescopes are constructed so as to make it possible to use them with either the Newtonian or Cassegrainian mounting.

*Ed. Note: Consider an ellipse, and fix one focus. Let the distance between the foci be allowed to increase indefinitely. The ellipses so generated will tend towards a limiting curve which will be a parabola.

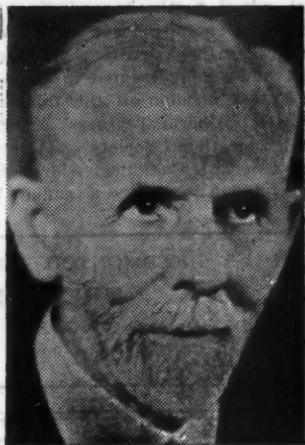
OBITUARIES



Flt. Sgt. Percy Hardy Simonson has been reported missing, presumed dead after flights over enemy territory. Flt. Sgt. Simonson attended the Edmonton Technical and Normal schools and taught in the Camrose Division prior to his enlistment in the R.C.A.F. in 1942. He was an active A.T.A. member and was President of the Camrose Local in 1938-1939.

Word has been received of the recent death of **Miss Marguerite G. Elderkin**, at Cranbrook, B.C. Miss Elderkin had been a member of the teaching staff of Edmonton Public Schools for about 20 years and was widely known in educational circles. She left Edmonton in 1940 after long service at Rutherford school, and spent three years in Vancouver before going to Cranbrook. The funeral service was held at Wolfville, N. S., where she lived before coming west and had graduated from Acadia University.

Judd Elliott Buchanan, B.A., LL.B., passed away Friday, October 6th, at the age of 59. Mr. Buchanan, a graduate of the Universities of Toronto and Alberta, had practiced law from 1913 to 1930. He was the eldest son of a pioneer Alberta Methodist missionary, Rev. T. C. Buchanan. Up to July of this year, Mr. Buchanan was School Principal at Mundare. Surviving are his wife, two sons and a daughter in the armed forces, Sgt. E. J. of the R.C.A.S.C., Wainwright, LAC T. of the R.C.A.F. Overseas, Wren Helen G. of the W.R.C.N.S., Halifax, and another daughter, Alice, Edmonton.



A well-known Alberta educationist, **James A. Fife, B.A., M.Sc.**, died Nov. 14th at the age of 88. He came to Edmonton from Eastern Canada in 1905, receiving his M.Sc. degree from the University of Alberta in 1912. Mr. Fife taught in Edmonton High Schools for one year then became an Inspector of Schools for Edmonton and District until his retirement in 1932.

OBITUARY

Matthew John Hilton was well known in educational circles throughout the province, chiefly for his long and capable service as teacher and principal of the Edmonton Technical School, where he served from 1917 until its closing in 1943. His sudden passing on Friday, August 25th, is mourned by a host of personal friends.

Born May 13, 1882 at Leigh, Lancashire, England, Mr. Hilton studied mining and served with several mining corporations in South Africa before coming to Edmonton as a mining engineer in 1908. On leaving the Edmonton Technical School in 1943 he took charge of the educational branch of Aircraft Repair Ltd.

Mr. Hilton was the author of several school textbooks including "A Book of General Science" which was the first textbook written by a Canadian and wholly printed in Canada. He was a member of the following societies: Alberta Teachers' Association, Educational Society of Alberta, the Association of Professional Engineers of Alberta, the Canadian In-



stitute of Mining and Metallurgy, and the Royal Astronomical Society of Canada, and also took an active interest in the Edmonton Boy Scouts and in the model aircraft league.

Mr. Hilton is survived by his widow and one daughter Edith, both of Edmonton.

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Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

CLARESHOLM

The reorganization meeting of the Claresholm Sub-local was held in the Claresholm school on October 21st with fifteen members present. The election of new officers was the main business. The following officers were elected: President, Mr. T. Schmeidal; Vice-President, Miss Rita Bell; Secretary-Treasurer, Miss Audrey Foster; Press Reporter, Mrs. Violet Frogge; District Councillor, Mr. E. L. Pitt. A discussion then took place concerning ways and means of increasing interest in the regular meetings. The next meeting is to be held on November 18th when a round-table discussion will be held on "Highlights of the Lethbridge Convention". The meeting closed with a delicious lunch served by Miss M. Jones and Mrs. Swanson.

COAL BRANCH

The first meeting of the new term of the Coal Branch Local was held at Cadomin on October 19th with fifteen teachers present. Owing to the resignation of Miss E. Filipkowski, a new secretary-treasurer was selected, Miss G. Dunsmore of the Mountain Park staff. The meeting laid plans for a Track Meet to be held, if possible, in the spring. A dramatic festival was also discussed. This would be produced during the early part of 1945. Mr. Hughes, president of the Luscar staff presided. The members were later entertained with lunch by the Cadomin staff.

COLD LAKE

The Cold Lake Sub-local held its first meeting of the new school term at the residence of Mr. J. Stonehocker in Grand Centre on October 21. Seven members were present. A financial report given by the retiring secretary, Mr. J. Stonehocker, opened the meeting. Officers elected for the year were: Mr. Fabian Milaney, Cold Lake, re-elected president; Mr. J. Schoemer, Cold Lake, re-elected vice-president; Mrs. M. Fraser, Cold Lake, secretary; Mr. J. R. Conard, Cherry Grove, re-elected press correspondent; Miss A. Allard, Cold Lake, elected secretary of the phonograph circuit; and Mr. J. R. Conard elected secretary of the motion picture circuit. An honorarium was voted to Mr. J. S. Stonehocker, retiring secretary, for his unexcelled service given in the past. The joint St. Paul-Bonnyville convention to be held in the near future was discussed. Plans were laid for the operation of both the phonograph and projector circuits. There now being five available phonographs in the circuit it was decided to purchase additional music appreciation records. Plans were also formulated for the operation of the projector. The next meeting is to be held in Grand Centre on November 18th. An appetizing lunch sponsored by Mr. Fabian Milaney brought a delightful afternoon to a close.

EDGERTON

The annual organization meeting of the Edgerton Sub-local was held October 27. The present executive was returned to office:

President, Miss Edith Jones; Vice-President, Mrs. Whithy; Secretary-Treasurer and Press Correspondent, Miss Edith McRoberts. For our next meeting on November 4, plans were made to procure the Moving Picture machine from the Wainwright Divisional Board. The Secretary was instructed to procure several films from the Department of Extension.

EDSON

The Edson Town Sub-local held its reorganization meeting on October 18th, with fifteen members present. The officers elected are as follows: President, Mrs. Gardiner; Vice-President, Mr. Wells; Secretary, Miss Coutts; Press Correspondent, Miss Ciccarelli; Representative to the School Board, Mr. Meade. The War Effort Committee was reorganized with the following teachers: Chairman, Mr. Wells; Secretary, Mrs. Nelson; Rep. from Intermediate School, Mrs. Graham; Rep. from Elementary School, Miss Walker. The organization of a Salary Schedule Committee was left for a later date. It was decided that the Local would hold its meetings on the last Wednesday of each month.

FORESTBURG

Reorganization meeting of the Forestburg Sub-local was held at the Forestburg school on October 16, with ten members present. The minutes and financial statement were read and approved. Officers for the year were elected as follows: President, F. J. Condon; Vice-President, Mrs. I. Birdsell; Secretary-Treasurer, Miss E. Whelen; Press Correspondent, S. Stewart; Councillor, N. P. Weller; Resolutions Committee, F. J. Reilly (convener), Miss E. Robertson and Miss E. M. Underdahl.

It was decided to hold meetings on the 2nd Saturday of each month, meetings to commence at 2 p.m. It was hoped to contact teachers in the district who show no interest in Sub-local meetings and give them one formal invitation to attend. Discussion followed concerning the fall convention those present being of the opinion that our convention should be held at Forestburg, as decided at the last Killam convention. Mr. Condon intimated that Inspector Warren was hoping that the convention could be held jointly with Camrose as an instructor from the Correspondence Branch of the Department of Education would possibly be present there to coach students who were acting as supervisors of rural schools taking correspondence instruction. With regard to the Grade X testing material it was suggested that the Department be asked to put the testing date forward till after threshing, so that all pupils could be present for the tests. The Provincial Salary Schedule was also discussed. At the close of the meeting a tasty lunch was served by the lady teachers of the Forestburg staff, and a pleasant social hour followed.

PEERS-NORTH

The regular monthly meeting of the Peers-North Sub-local was held on Saturday afternoon June 10th at the home of Mrs. Conn. The members met on the shore of the Shining Bank Lake, were conveyed across the lake in Mr. Cameron's sail boat, and driven from the shore to the home of their hostess by Mr. Conn and his daughter in a two-wheeled cart christened "The Chariot". Mrs. Conn served lunch and the remainder of the afternoon was spent in an informal meeting discussing the work yet to be done by our organization. Mrs. Conn then served a very delicious dinner after which the members were conveyed back to the lake shore in "The Chariot" and over the lake again in Mr. Cameron's boat. The last meeting of the term proved to be a most enjoyable one.

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PICARDVILLE-BUSBY

A meeting of the Picardville-Busby Sub-local was held at the home of Mrs. Hunter in Busby on June 22nd with eight members and several visitors present. The secretary reported a successful meeting on June 9th, net proceeds being \$66.08. The main discussion of the evening arose from the Picardville-Busby Track Meet of June 9th in which Picardville School won the cup by a slight majority; Busby and Woodgreen taking 2nd and 3rd places respectively. The individual aggregate winners were: Girls—Jessie Petrie of Busby School, Boys—Jerry Smith of Busby School and Uldeirn Breatult of Picardville School (tie). A list of recommendations for use at future track meets was made. Books bought by the Sub-local and circulating among the schools were divided according to a percentage basis and allotted to the various schools. Business over, we spent an enjoyable evening with an up-to-date wine-rose, topped off with a delicious lunch of tart cake and coffee, provided by our hostess, Mrs. Hunter, and Miss Horton. Thus a very successful series of monthly meetings came to an end.

RADWAY

All the teachers of Radway Sub-local met in Radway High School on October 12. Mr. A. J. Styra, who had presided in the Sub-local for the past three years convened the meeting. After a brief address Mr. Styra declared nominations open for the new executive. Those elected were: President, Mr. S. Boyko; Vice-President, Mr. J. Wynnichuk; Sec.-Treas., Mrs. K. Gavinchuk; Correspondent, Miss G. Coulson; Director of Visitor Instructions, Mr. T. Kulka; Sports Convener, Mr. J. Wynnichuk; and Social Convener, Mrs. Z. Sawchuk. Regular meetings will be held in Radway School on the first Friday of each month at 7:30 p.m. After the meeting our superintendent, Mr. H. Kostash came in and led a very interesting discussion on the Activity Program in Divisions 1, 2 and 3.

SWALWELL

The organization meeting of the Swalwell Sub-local was held in the Swalwell High School on Wednesday, October 19th. The new slate of officers is as follows: President, Mr. R. Bieber; Vice-President, Mr. T. Petroe; Secretary-Treasurer, Miss Irene Moran; News Reporter, Mrs. Mary McComb; Lunch Committee, Mrs. Moore, Mrs. Empey and Mrs. Noble. The remainder of the meeting was spent in discussing problems of interest to the local teachers. In future, meetings will be held on the third Thursday of each month. The next meeting will be at New Hope on Thursday, November 16. Lunch was served in the Home Economics room with thirteen teachers present. A cordial welcome was extended to all new members.

TOFIELD

The regular meeting of the Tofield Sub-local was held at the home of Misses Innes and Edith Robinson on Saturday, June 24th at 2:30 p.m. Business matters discussed were of a routine nature. A list of suggestions regarding plans for future meetings, etc., was recorded. At the close of the meeting the hostess served lunch.

WILLINGDON

The Willingdon Sub-local held its annual meeting in Willingdon on October 20th at 8:30 p.m. After the various reports were presented a new slate of officers was elected: President, Mr. L. L. Kostash; Vice-President, Mr. R. E. Zuar; Secretary-Treasurer, Mr. N. W. Sveik; Social and Program Committee, Miss G. Coulson; Phil Unit, Farina, Wallston and Mr. A. T. A. Executive, Mr. N. W. Sveik. Plans for the year then were discussed, and this was followed by an explanation by Mr. L. L. Kostash on the A.T.A. proposal to make a change in the A.G.M. The next meeting will be held on November 17, 8:40 p.m. in Willingdon. The new members in the Sub-local this year are: Mr. Alex Hayduk of Desjarlais, Mr. Phil Unit, Miss Irene Wallston, Miss Kozik, Miss Farina, all of Willingdon. After the meeting ended, a delicious lunch was enjoyed by all.

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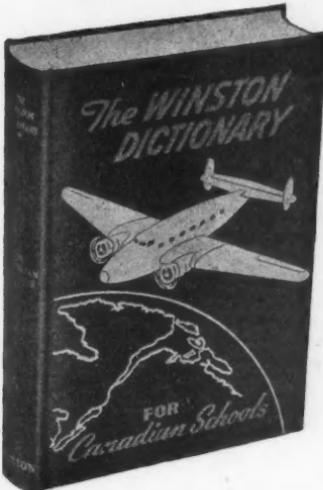
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